

VOLUME VI

The

NUMBER 11

# A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



APRIL, 1926



## CONVENTION NUMBER

### The Teacher's Creed

1. I believe in the Alberta Teachers' Alliance.
2. I believe that, despite the ill-favor into which some organizations have fallen, an organization of teachers is absolutely essential for the good of the province and of Canada, in order to foster a true Canadian spirit in education.
3. I believe that the high status of my profession necessitates my rising above the usual carping criticism and puny dissatisfaction with every one's actions but my own.
4. I believe that no matter how long or how short my stay in this profession may be, my duty is to help with all my energy to further this all-important work.
5. I believe that since there are no additional assessments, my dues are, to say the least, not very exacting. I hereby resolve to support actively the A.T.A., and as proof of my sincerity I shall proceed immediately to subscribe to the "A.T.A. Magazine," and also make sure that I am a member of the A.T.A. in good standing."

—Adapted from *Nova Scotia Teachers' Union Bulletin*.

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THE ANNUAL  
GENERAL MEETING  
OF THE  
**Alberta Teachers'  
Alliance**  
WILL BE HELD IN THE  
**Central Methodist Church  
CALGARY**

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**FIRST SESSION MONDAY  
APRIL 5th, 1926**

The Session will commence at 1.30 p.m., and will be a General Session open to all members. Other sessions will be announced from the chair.

Members at Large may meet and appoint delegates to represent them throughout the Annual General Meeting.



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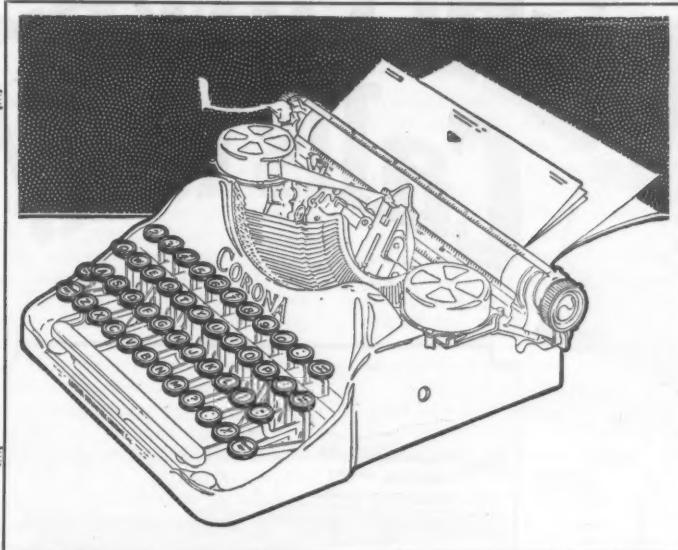
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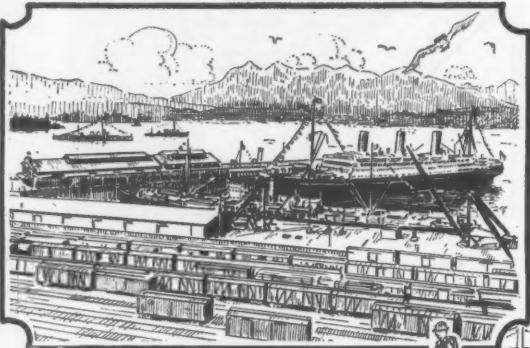
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## President's Report

Ninth Annual General Meeting of the A.T.A.

**I**N presenting the Annual Report, as President of the Alberta Teachers' Alliance for 1925-26, I should like at the outset to place on record my appreciation of the honour conferred on me, last Easter, through election to this office. It is the highest honour in the gift of the teaching profession of Alberta, and is the greater, as I remember those who have preceded me. As your President, my duties were entered upon with a little misgiving, for a critical time in the history of our organization had come. The first presidential election in our history, elected me, on a definite change of policy at headquarters, and this was put into effect at the earliest opportunity. In this connection I hasten to say that we have no need to regret the changes made, and thanks are due to the parties concerned for the ease with which the transformation was carried out, as definitely requested by the members last Easter.

By July the change in office staff and the re-organization of the Bureau and Magazine, were well under way, with results as shown in the General-Secretary's report. By reference to the March magazine it may be seen that the Executive sat for 15 full sessions, which constitute a very heavy year's work, and the difficulty arises, as to what to mention, and what to leave out. The first meetings at Easter were distinctly organization meetings, and as such were carried on in a coldly critical way, and general policies as to Magazine, Bureau and office routine work determined. The former manager of the Bureau and Magazine, Mr. Newland, expressed himself as being quite willing to co-operate with the Executive in carrying out the mandate from the members, and in doing so to the best of his ability, earned the thanks of the new officials.

The July meetings of the Executive, as in former years, were held at Edmonton to meet the convenience of those marking papers. The pressure of business was such that a record was easily established in the time spent directly or indirectly on Alliance work. The question was raised as to the advisability of continuing our membership in the Canadian Teachers' Federation. The whole question was fully reviewed, and it was explained that our indebtedness each year amounted to 50 cents per member, with a maximum sum of \$1,000 from any one provincial organization. This tax is an obligation binding on the provinces affiliated, and for this, each province is entitled to send three delegates to the Annual Meetings free of all expense. This arrangement was considered, when the C.T.F. was formed, as fair to all the provinces, based on the fact that Ontario with three separate organizations, would have three votes. It was fully agreed that the expense was great, but it was also felt that Dominion wide action was necessary on many important questions at the present time, and our continued membership was determined upon. By resolution and following established practice, the President, Past President and General-Secretary were appointed as delegates to the Annual Meetings at Toronto. These were held in the Senate Chamber of the University, and every preparation was made for our comfort. The full reports have been published in our Magazine, and there is now no need to enlarge. Possibly, the outstanding work done was the decision to proceed with the machinery to bring into effect the Dominion Registration of Teachers, and the placing successfully before Eastern educationalists the

Western viewpoint of matters educational. Judging from opinions freely expressed, we were successful in getting our hopes and ideals understood for the first time, and there is less likelihood now of any real cleavage between the East and the West. The Eastern delegates were very attentive and sympathetic to our claims and in no uncertain manner assured us that they would support us in all our legitimate desires. The result of the discussion on the Blairmore situation has since been seen in the spontaneous and voluntary financial assistance which has come from outside provincial organizations. The financial statement shows that over \$2,000 has been received to augment our own subscriptions.

With reference to the Registration of Teachers. This was given as a report from the Manitoba delegates, and proved most interesting and instructive. Among other facts we know that in England, where a similar register is in operation, by January, 1926, nearly 100,000 teachers had applied for full membership. Even then it brings a feeling of solidarity throughout the profession and a disposition on the part of educational authorities to consult teachers on matters of educational administration. Quite recently a resolution was passed recommending that no unregistered teacher should be appointed to state-aided schools after a certain date. Such a step means that good teachers will receive the positions, and credit for ability will be recognized. It also makes for more dignity in the profession, and places in the hands of the teachers more right to say who shall enter the teaching body. The report was adopted, and steps are being formulated to bring such a register into existence. Applicants should show in addition to academic and professional standing a professional spirit, before receiving full registration.

To Alberta has been granted the duty to consider and bring in a report on the question of permanent headquarters for the C.T.F. This will be presented at the meeting in August, and your delegates would like an expression of opinion from this gathering. Before leaving this C.T.F. report, it might not be amiss to state my personal stand on the question. I am more than ever convinced that our duty, interests and ideals call for continued, active membership, and the burden of expense will be reduced as we increase our provincial membership.

The Blairmore situation also received the full attention of the Executive at the July meetings, and the actions to that date of the President and General-Secretary fully endorsed. It being considered a very serious question, a public meeting was held in the Convocation Hall of the University at Edmonton in the evening of July 10th, 1925. A large and very representative gathering heard the whole question reviewed, and besides the Executive, the several Blairmore teachers present assisted in the discussion. The meeting finally went on record as endorsing in full the action of the officials and pledged support to the Blairmore staff. Enthusiastic meetings were held in other parts of the province and support promised and maintained to the end. The question was primarily one of recognition, as the Board at Blairmore had decided to make a serious cut in the salary schedule without negotiating. The situation reached a climax early in February of this year, and as is generally known, the election went against our organization. At first sight,



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# CANADIAN NATIONAL RAILWAYS

“I saw your name in the A.T.A.”

it appears as if the Alliance lost the fight for recognition. This view I do not hold. The only thing lost was the election which happens to all well regulated organizations at times. It is very certain that had we not taken up the gauntlet as thrown down by the Blairmore trustees, we should have lost the respect of the teaching profession. It is better to have fought and lost than never to have fought at all in a just cause.

Our concerted action has proven that we shall always oppose any unreasonable action on the part of any body of trustees. We fought the hardest battle of our career and won a victory in so far as it was in the hands of, the teachers. The fact that an election was lost is just an incident in our existence. The unanimity amongst the teachers will never be forgotten. So far as the monetary side of the question is concerned, a great sum of money was expended. Hundreds of teachers have loyally borne a share of the burden in the fight for a principle. Those most nearly concerned, the former Blairmore staff, have suffered a serious loss of salary, but both sections have sacrificed much to benefit the great mass of teachers, many of whom at the present time, would no doubt be facing similar suggestions of reductions, had not a solid front been shown by the Alliance. Our thanks will ever be tendered to those who loyally fought for and assisted our organization. A special appeal is hereby made to all teachers to assist us in placing in the best possible positions the former members of the Blairmore staff. Loyal members and professional teachers cannot do otherwise than compare the loyalty and courage of these teachers, with the actions and general atmosphere of others who took advantage of one party's difficulties to obtain immediate, pecuniary, personal advantages. In reviewing the whole question, I wish you to remember that a visit was paid to Blairmore by your President in an endeavor to find some ground for negotiation, but the door was virtually barred and bolted. There is one phase of the situation which I regret to have to mention and that is the action of the Department of Education in this controversy. At the last A.E.A. meetings, in an address made before the convention, I made the statement that until the Department was outside the pale of politics the ideal state would never be realized. As President of this great and important body, I have no hesitation in saying that we did not receive the assistance and support from the Department which rightly belongs to the teaching body, and any assistance given was to the Blairmore trustees. It is certain that irregularities were connived at, and such connivance was of great advantage to the Board in the struggle against the Alliance. In my estimation the Minister could have instituted proceedings with credit to himself, and honour to all concerned, which would have settled the trouble amicably last June.

There are laws and regulations on our statute books not worth the paper on which they are written, and should not be printed unless they are to be carried out. However, out of this controversy a silver lining is beginning to show itself, and under pressure an amendment has been proposed to the School Act, to call into being a workable Conciliation Board, to prevent such conditions arising again. The proposed board will have large powers and its decision will be final. Such an Act to come into existence seemed hopeless two months ago; hence we may take credit to ourselves for this change of front. Before leaving this section of my report, I must say that the Alliance members should be prepared, at these sessions, to discuss the present situation as it affects the teachers most concerned. Naturally, we all regret having heard the sad news of the death of Mr. Dutil, the late chairman of the Blairmore School

Board. I had the pleasure of quite a long interview with him at Blairmore, and I am sure the trouble was not of his personal seeking.

The Law Committee, a vital organ of our organization, has again functioned with great success. The personnel of this committee is spread over the province, and its duty is, individually, to keep in touch with the General-Secretary and express opinions on law matters in general. Each member receives files of correspondence, from time to time, and their collective expression of opinion determines the usual procedure to be followed. Where possible, important decisions are left over for the whole Executive to adjudicate upon. In the President's report of last year, favorable comment was made on the work of this committee, and feeling assured sufficient credit is not given to their work, I am again bringing it to the attention of the members. This last year this section has been under the chairmanship of Mr. Riley of Medicine Hat, our Vice-President, assisted by Mr. Stewart, Mr. Peasley, Mr. McCrae and your President. Important cases have been won at White Mud and Gem, and these will be enlarged upon and others enumerated in the Report of the Law Committee.

The Finance Committee brought into existence last year, was not considered to have functioned well enough to warrant its retention, and as an alternative, Mr. Waite, the Edmonton representative, was duly appointed as a committee of one to assist the General-Secretary and act in an advisory capacity. The change has worked satisfactorily, when we consider the very complicated nature of our organization. It might also be mentioned here that in connection with the Blairmore Trust Fund, after the first month, when your President took charge, Mr. Waite was appointed chairman of that Fund, and continued in that position to the present date. His attention has been most exemplary and much appreciated.

The Pensions Committee, which is really a committee from Calgary working with the full approval of the Executive, has continued its intensive work and will report progress to this convention. Mr. M. Brock and Mr. R. D. Webb are respectively chairman and secretary of the committee. It is hoped that the Minister of Education will make an important pronouncement on this matter this week. The committee has had several interviews with members of the Cabinet, and had hopes of getting something on the statute books this session, but a recent communication shows there is much work yet to be done before this is an accomplished fact.

The Edmonton Strike Fund, we hope, has finally been laid to rest. The disposal of certain funds received by the Alliance from the C.T.F. and other sources, has been decided upon and finally absorbed into the general fund of the A.T.A. on the distinct understanding that a Trust Fund should be immediately started. A sum of \$500 has been deposited already in a Bank Savings Account, and at least an equal sum must be put aside each year until \$2,500 stands to its credit. This money is definitely ear-marked for specific purposes, and approved by the representatives of the interested parties. It is our hope that the formation of this Reserve Fund will offset the apparent weakness of the Alliance and be a source of future strength. This arrangement came into effect after several hours discussion, and appeared to be the only solution of a difficulty left on our hands by the failure of the C.T.F. to carry out its pledges at the time of the Edmonton difficulty.

Another matter arising out of business transacted at the last A.G.M. was the revising of the constitution. A committee of the Calgary representatives on the Executive was appointed to draft certain amendments along lines suggested at the A.G.M., and also generally

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to bring the Constitution up to date. Amendments and additions were prepared and submitted to the Executive, and having received approval, they were submitted to the electoral vote of the members. The result was very gratifying to the Executive, practically all locals sending in their returns, the ballots also showing marked unanimity in their wishes. All amendments, therefore, were approved by large majorities. Altogether, the preparation of amendments and interest taken by the teachers were very commendable and proved the electoral voting system to be a quick and definite way of obtaining results.

This year we have been allotted more time at the A.E.A. convention to discuss our work and interests, and a new departure has been undertaken. We hope for an interesting and profitable afternoon on Wednesday. By looking at your programs you will see amongst others, that Mr. Van Allen, the leading counsel for the Alliance will speak on legal matters affecting the teachers at the present time. Mr. Van Allen has been with us from the first and has a grasp of School Law second to none in this province.

The other speakers will be political representatives who will tell us of their hopes and aims as they affect education.

Another matter which receives our attention yearly and which must finally determine our destiny is the necessity of devising some means whereby our scattered teachers may be kept more thoroughly informed on Alliance matters. All members should subscribe to the Magazine, and thus receive something each month to stimulate interest. Again it might be worth while to present to new members the Magazine for the first year, in the hope that seeing its usefulness, they might feel, in duty bound, a willingness to subscribe the following year. I believe this would be worth while considering, and if necessary, the expense could be charged to organization. This year we have broken the record for membership, a result which is particularly gratifying to your officials. This result is mainly due to the splendid series of conventions held in the fall, at which so many willing workers assisted. Teachers from Edmonton, in particular, having a local convention, were able to get away and did splendid service. The General-Secretary, on his rounds, also reported much enthusiasm where lacking previously. We have also tried keeping men in the field on a commission basis, and on the whole it looks as if our success in this venture is an improvement on previous years. The willingness to co-operate is still lacking in some places, and more attention will have to be paid to Normal students early to awaken in them that sense of fair play which is a part of every real teacher. There is another point which will bear repetition and that is a tremendous lot of energy is expended every year in collecting fees from loyal members of the Alliance. We should realize by now that energy and time are limited, and that if they be spent in one direction, cannot be expended in another. Will teachers who read this report also remember that this great organization is working for the profession as a whole, and that the withholding of support is detrimental to the best interests of the teaching body.

The routine work of the Executive has been very pronounced, and at times distinctly laborious. The mass of detail necessary to be discussed can only be realized by actual participation. In this connection it is only fair to say that it is impossible for the Executive to do other than determine lines of policy and check results. The details must be left to the General-Secretary who has proved again this year that he is able to carry out his duties with consummate ability. The Alliance has been very well served by its Executive, and I desire to place on record my appreciation of

the members' willingness to work in all matters affecting the organization.

In conclusion, I want to urge upon all members to be still more loyal than formerly to their duties and obligations. We have progressed this year and ground gained must be held at all costs. Our organization is many sided, and like a young man, not yet come to full stature; it is weak in certain places, but after a careful and conscientious study of the situation, without fear of successful contradiction, I am certain that our greatest triumphs are ahead and will come the quicker, as unitedly we face every issue.

### Result of Electoral Vote on Amendments to Constitution

In accordance with a resolution passed at the last Annual General Meeting, the Executive dealt with the matter of revising the Constitution.

At the first Executive Meeting a Constitution Committee was appointed for the purpose of going thoroughly into the matter and the Committee made a recommendation that certain amendments be submitted for final decision by the Electoral Vote. These amendments were duly submitted and the result of the vote is given below.

The amendments submitted dealt with the following:

(1) Making the result of the ballot of the membership final with respect to the election of President, Vice-President and five District Representatives.

(2) Protecting the General Secretary-Treasurer of the Alliance as a member of the Executive by taking from him the responsibility of voting at Executive meetings.

(3) Providing for the President and General Secretary-Treasurer to be members of all committees of the Executive.

(4) The granting of full rights, benefits and privileges of membership for provisional members of the Alliance while students at Normal School except the right to vote in the Executive election.

(5) Outlining the procedure for taking the vote of the membership for the election of the elected members of the Executive.

(6) The re-drafting of the clause with respect to procedure in connection with amendments to the Constitution.

(7) The disqualification of members of the Executive in the event of their not fulfilling the mandate of the electorate to represent them at Executive meetings.

A Committee of the Executive has scrutinized the ballots sent in by locals and the result is hereby declared:

(1) Every amendment submitted was carried by an overwhelming majority—considerably over the two-thirds majority of the electoral vote.

(2) The total votes cast for the amendments was 463, the total votes cast against them was 39.

The Executive desires to express their gratification at the splendid response of locals on this matter. The results show that the locals appreciate the supreme importance of this electoral vote.

(Signed) F. PARKER, President.

General Sec.-Treas. A.T.A.,                    "March 6th, 1926.  
Edmonton, Alberta.

Dear Mr. Barnett:

I am enclosing the receipt for the ninety dollars from school district. I certainly appreciate what you have done for me in this matter, and the A.T.A. has my support from now on, as it has had in the past.

Thanking you, I am, Very truly yours."



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## Departmental Circulars

### Re Examinations, 1926

Edmonton, February, 1926.

Teachers are advised that statistics are required indicating the number of students intending to write on the Grade VIII and High School Examinations in 1926 in order that the Department may organize the work for the current year.

They are therefore asked to supply on a card issued by this Department the information called for in so far as your school is concerned, and to return it to the Department at the earliest possible as entered on the card.

The information on the card will be considered as an application for the Grade VIII examination. The Department should therefore be informed in case any additional Grade VIII pupils enter the school after the card has been forwarded.

Teachers requiring forms of application for High School grades will be forwarded a supply upon receipt of this card duly completed.

Should a teacher preparing candidates for examination leave his present school prior to the beginning of the examinations, he is requested to kindly notify this office and give, if possible, the name of his successor.

The Grade VIII examination for 1926 will consist of the following papers:

- Literature and Spelling.
- Grammar and Composition.
- Arithmetic and Rapid Calculation.
- History and Civics and Geography.

Agriculture, Physiology and Hygiene, and Art.

Candidates for the Grade VIII examination will not be required to submit booklets on Agriculture to the Department of Education.

*The Alberta Public School Geography* and *A New History of Great Britain and Canada* (Wallace) are now available at bookstores.

The 1924 edition of the Course of Studies for Public Schools is still in use for Grades I to VIII. Amendments to the Grade VIII course are contained in the Grade VIII Regulations for 1925-26.

The fees prescribed for the examinations of 1926 are payable to the presiding examiner on the first morning of the examination, and are as follows:

Grade VIII.....	\$1.00
First Year High School.....	5.00
Second Year High School.....	5.00
Third Year High School.....	7.00
Fourth Year High School.....	7.00
Partial Examinations, for each subject.....	1.00

(The maximum fee for subjects of the First and Second Years shall not exceed \$5.00; for subjects of the Third and Fourth Years shall not exceed \$7.00.)

Promotion tests will be provided by the Department of Education for students in attendance in Grades V, VI and VII. One set of the tests will be forwarded in June to the Secretary of each ungraded school in the Province, for the use of the teacher. *Graded schools will be furnished copies only upon request.* The answer papers of the students in these grades will be valued by the teacher in charge of the school, and the results shall be considered as a basis to assist the teacher in determining promotions. Teachers will, however, be expected to use their own judgment in the matter of promotions, passing the tests not being considered essential. They will not be required to submit any report of results obtained or lists of students promoted.

Promotion tests will not be provided for Grades below Grade V.  
H. J. SPICER, Registrar.

### NOTICE TO TEACHERS OF HIGH SCHOOL GRADES

February, 1926.

#### LITERATURE 1

The attention of teachers is drawn to the fact that the textbooks prescribed for Literature 1 are Series II of Prose and Poetry (Copp Clark Co.). The selections from *A Book of Canadian Prose and Verse* required as supplementary Literature are as specified in the Regulations.

#### LITERATURE 3

The following selections are to be studied for 1925-26:

- A. Shakespeare: *King Richard II.*
- Tennyson: *Lancelot and Elaine.*
- Oenone.*
- Of Old Sat Freedom.*
- Ode on the Death of the Duke of Wellington.*
- Locksley Hall.*
- Browning: *The Boy and the Angel.*
- Up at the Villa, down in the City.*
- The Lost Leader.*
- Evelyn Hope.*

Champion: *The Man of Life Upright.*

Burns: *Duncan Grey.*

Coleridge: *Kubla Khan.*

Gray: *Elegy Written in a Country Churchyard.*

Jonson: *Hymn to Diana.*

Lovelace: *To Lucasta, on Going to the Wars.*

Milton: *On His Own Blindness.*

Shakespeare: *That time of year thou mayest in me behold.*

*When in the chronicles of wasted time.*

Shelley: *Ozymandias.*

Woodsworth: *Milton, thou shouldst be living at this hour.*

*Two Voices are there.*

#### B. PROSE.

Drinkwater: *Abraham Lincoln.*

Macaulay: *Essay on Lord Clive.*

#### C. SUPPLEMENTARY LITERATURE.

Dickens: *Oliver Twist.*

Blackmore: *Lorna Doone.*

Longfellow: *Evangeline.*

#### COMPOSITION 3

##### Section 9 (b) High School Regulations.

Composition 3 shall be interpreted as including Grammar. All candidates qualifying under this Section who have not passed in Composition will be expected to write the full paper.

#### LITERATURE 4

Certain of the editions of *Sesame and Lilies* contain two essays only, i.e., *Of King's Treasures* and *Of Queen's Gardens*. These two essays ONLY will be required.

#### MEMORY WORK

Requests that the passages for memorization be specified in English 1, 2, 3, and 4 were received from several of the District Conventions. After careful consideration and consultation with a number of teachers, it was decided not to issue a list of specified passages for the current year's work, but to include it in the Regulations for 1926-27.

#### GEOMETRY 2

See page 118 of the Hand Book.

Section 10 should read as follows: "Baker: *Book IV*, propositions 2, 5, 6 and converse, 7 and converse, 8."

#### GEOMETRY 3

See pages 120 and 121 of the Hand Book for Secondary Schools. Sections 51, 52, 53 and 54 are to be omitted for the year 1925-26.

#### ARITHMETIC 1

Students preparing for examination in this unit will be expected to cover graphs. Tables required in connection with the course are contained in the text-book. Data required in connection with the examination paper will be printed on the paper.

#### ALGEBRA 3. TRIGONOMETRY

Castle's *Logarithmic Tables* will be supplied for the examinations of 1926. Copies for all candidates will be forwarded in May to the Principals of Schools. Any copies belonging to the Department now at the schools should be returned to the Department at once.

#### GEOGRAPHY 1

The manual for Geography 1 is now available at the Libraries Branch, Department of Education, at seventy-five cents per copy.

#### PHYSICS 1

See page 14 of the High School Regulations: The note appearing opposite Chapter XXI should follow Chapter XIX. Chapter XXI is, however, included in the course.

#### FRENCH 1

Although Cran's *Graduated French Reader* is not included in the statement of the course in the Hand Book, candidates for examination in French 1 will be expected to cover that portion of the Reader specified in the Regulations.

#### FRENCH 2

The Author to be read in French 2 is Augier: *Le Gendre de M. Poirier.*

#### ART 2

The Department has for distribution a bulletin covering the sculpture and picture study of Art 2. This bulletin is in mimeographed form, and will be sent free on application.

The attention of teachers is drawn to the fact that standing in a unit of the Second, Third or Fourth Year will not be accepted as covering a deficiency in a unit of the First, Second or Third Year respectively.

Principals should secure rulings from the Department regarding the requirements for the completion of standing by students who began their courses under the old system, in cases where this has not already been done.

The September supplemental examination will be held at a limited number of centres and will include papers in the following units only.

Literature 3

Composition 3

Algebra 2

Geometry 2

History 3

Art 2

Geography 1

Latin 2

Arithmetic 1

French 2

Chemistry 1

German 2 (if required)

Agriculture 2

All units of the Fourth Year

H. J. SPICER, Registrar.

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## Music

OWEN WILLIAMS, B.A., Inspector of Schools

THE following remarks on music are general observations on the subject, and are made with a desire to improve the standard of music in the schools.

It is generally acknowledged that the standard of music taught in the schools is far below that reached in the other subjects on the course of studies. For a long time it has been considered as one of the non-essentials or luxuries, and as such had no place in an education which fitted a child for making a living. Taken as a whole, our continent has suffered in the past from an over strenuous application of the principles underlying vocational education, when our institutions were expected to be nothing but fitting shops for business enterprises and factories. Consequently the youth of those days received but scant training in music, and the schools of today are suffering from that neglect. Probably the youthfulness of the nation may be responsible partly for this neglect, in that the keen struggle for existence in a new land banished from its mind all thought of non-essentials.

Happily the tide is turning. Before long music will assume its proper position in our civilization, but pioneer work has to be done in the schools. The Department of Education in Alberta has paid particular attention to the subject, and has mapped a carefully graded course for both urban and rural schools.

The fundamental point in the course is the "Rote Song." It demands twenty songs a year from each section. These are to be chosen from authorized readers, several of which are recommended. The purpose of this, I presume, is to add variety to the programme, so as to secure an appreciative mood in the children. Thus the method followed in treating other subjects is closely adhered to. A large number of selections are chosen for the study of Literature. To obtain good results in Art, the programme must be varied from day to day. Hence the purpose of many rote-songs is to widen the experience of the pupils or possibly to render something which appeals to the various types of children.

To stress the importance of this initial step, I have but to direct your attention to a movement which has been spreading through our continent for the last five years, viz.: Community singing. Many types of song books are being used to foster the movement. They contain specimens of modern classical music, but the predominant feature is the folk song of the older nations of Europe. This rather than the classical song is what grips the heart of the people, e.g., The March of the Cameron Men; The Last Rose of Summer; The Minstrel Boy; The Harp of Tara; Killarney.

Community singing may be reckoned as the first vocal effort of a nation. Our nation is a composite mass, having within its elements of the following: British, Celt, Teuton, Frank, Slav, and other European nations. Each element clings stubbornly to its national traditions, while struggling for existence in a new land. There follows a period of prosperity with relaxation from toil, worry and anxiety. This usually is the period when song becomes apparent. In our case community singing may be considered as the means by which we have to weld together the various elements in the nation.

This must be accomplished before we may hope to see a truly Canadian and American School of Music. At present there are but two instances of such, viz.:

The Negro Spiritual;  
French Canadian Folk Song.

By fostering "Rote Songs" in the school we hope to create an appreciation for music which will ultimately develop a distinct type of music truly Canadian and American, so as to picture the grandeur of the Rocky Mountains, to depict the vastness and solitude of the prairie, to express the harmony in our beautiful scenery, but above all to give voice to the experiences of our heroes and heroines, as has been done by the composers of older lands. In the Hiawatha Song Cycle, Coleridge-Taylor has given utterance to a distinct American feeling. He who has heard the opening strains to the first chorus in "The Death of Minnehaha" will realize the intense feeling imparted to the poetry by the music, and that it is fully charged with the spirit of winter, when the chorus proceeds with the strain "Oh! the long and cruel winter."

The term appreciation in its relation to music has often been interpreted in terms of "Mode." The Major Mode was emblematic of happy strains, while the Minor was symbolic of the sad and direful. Yet we know that "The Dead March in Saul" is the Major and that merry rollicking song "The Miller of the Del" is the Minor.

In teaching appreciation of selections in literature we attempt to show how the author strives to picture the feelings and experiences of his characters, e.g., Tennyson's description of Bedivere.

"Dry clashed his harness on the icy caves  
And barren chasms, and all to left and right  
The brave black cliff clang'd round him as he  
raced

His feet on juts of slippery snag that rang  
Sharp-smitten with the din of armed heels."

Stafford Brooks' comment on the passage is as follows: "This passage, in which the sound echoes the sense and Bedivere clangs as he moves along the icy rocks, is as clear a piece of ringing, smiting, clashing sound as any found in Tennyson. We have all the changes on the vowel "a", and then in a moment the verse runs into breadth, smoothness and vastness; for Bedivere comes to the shore and sees the great water.

"And on a sudden, lo! the level lake

And the long glories of the winter moon"  
in which the vowel "o" in its changes is used as the vowel "a" has been used before."

In the "March of the Men of Harloch" we hear the same striking, smiting and clashing of notes, echoing the sense of men marching to battle. Repetition of phrases stresses this point. When the climax is approached the music gradually mounts and reaches a pitch indicative of the feeling of heroes at the height of battle.

In a similar manner may be analysed the feelings underlying that plaintive melody, "Drink to Me Only With Thine Eyes."

To ensure appreciation for music, "Tone" must be cultivated, for method in singing aims at pleasing effects. Harshness repels and is repugnant to the finer sensibilities. Voice-training then is essential.

Two key words may be used in the proper production of the voice.

"Forward  
Upward"

"Forward" implies the moving of the voice from the throat, where it originates, to the teeth. To do so the throat muscles must be relaxed, and daily practise up and down the scale on the vowels a, o, u, either singly or together, thus a-o-u. Music teachers advocate the latter as the best cure for throaty voices. "Upward" implies the pitching of the tone onto the proper sounding board, i.e., on the palate above the teeth. This will ensure ring, calm and carrying power for the voice.



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Unless these precautions are taken the tone will be flat, colourless and absolutely lacking in carrying power. In many cases it will become decidedly nasal.

To secure the proper pitch is the most difficult thing in tone production. Vocal teachers advocate the humming method.

(a) Hum a simple tune to the letter "m" with the lips partly closed.

(b) Hum to the letter "n" with the lips partly open.

Care should be taken that the vocal muscles are absolutely relaxed. Breathing exercises practised regularly will be of great help in this exercise.

These exercises will be the best introduction to the art of singing in the schools. I imagine the first approach will be difficult, owing to the difference of children at being requested to do the unusual. But persistence on the part of the teacher will overcome these difficulties so that singing will become a pleasure to both teacher and pupils. Only thus can we create a true appreciation of music and base a foundation for future progress.

## Second Reader

BY WILFRED WEES, B.A.

*A Board of Dismissal.*—The recent kindly visit of the Edmonton delegation to the provincial cabinet in connection with a Board of Conciliation or Reference, recalls to mind a resolution of the American Federation of Teachers which looks toward a board of dismissal rather than one of conciliation. The resolution may be of interest:

Dismissal for any cause (including inefficiency) should be only by a trial board chosen as follows: Three by the school board, three by the teachers, the six to select a seventh, who is not to be either a member of the school board or of the teaching staff and who shall act as impartial chairman. At all hearings teachers shall have the right to be represented by counsel and appeals from the decision of the trial board may be taken to the courts or to the commissioner of education, where the teacher shall have the right of review on questions of law as well as of fact.

*Money, Money.*—"Pigs is Pigs" but education is a source of expense. Both statements are undoubtedly true; but when you buy a pig you have something that squeals and eats and is eaten; education you always feel for and never attain. Everyone craves to eat, but only some people long for an education. Hence the value of education is relative to the individual's desire for it, and its cost will likely be an object of depreciation by somebody as long as the wealth of the realm is coined. One article in this combat of money and ideals argues: As ardent champions of the cause of education and progress, we must insist that it is not what is spent for education that should excite alarm, but rather the kind of education for which it is spent and the comparatively small sums that have been spent. Education ought to be more costly because we are now giving children a more comprehensive education to fit them for a more complex and varied life.

The salary question enters always as a more or less important element in educational finance. It is suggestive of one trend that the Minneapolis salary schedule embodies the principle of equal pay for equal professional qualifications and experience regardless of sex or of grade, or class taught. Teachers in the United States

have set as their objective a \$2,000 minimum as "every child is worth a \$2,000 teacher."

\* \* \* \* \*

*Over the Tea-cups.*—"I know of no group of wage earners whose activities are so closely watched, whose utterances are so keenly analysed, as are those of the members of the teaching profession," is the optimistic statement of Matthew Woll, a Vice-President of the American Federation of Labor. But scandal-monging is not half the story. The other half tells about how the lawyers, the doctors, the farmers, and even the preachers try to tell the teachers now to run the schoolroom. A school-teacher presiding over a law-court wouldn't look any sillier than a lawyer framing a school curriculum, or a merchant inspecting a class of mental defectives.

\* \* \* \* \*

*Perseveration.*—Some of the resolutions in this year's list are due for membership in the Old Timers' Club; but it seems that if we are to get what we want, Alberta teachers need the perseverance of Darwin's goose that lost her pinions in the Mediterranean so started to foot it on her migratory hike to Archangel to lay her eggs.

\* \* \* \* \*

*The Lord's Year Alliance.*—One of the chief causes of loss in teaching efficiency is loss of interest due to staleness or the failure to come under the stimulating influences of a new environment or new movements or ideas. To offset this is some places in the United States there has been adopted a Sabbatical leave, one year in seven, for study, rest or travel. Some school-boards in Alberta attempt to discourage leave for any cause even though the teacher bears the expense. The American Federation of Teachers is working for Sabbatical leave with pay. And that is not a fairy tale.

\* \* \* \* \*

*Nothing There.*—Many people say everything they want to say on the subject of education, but they never want to say anything.

\* \* \* \* \*

*Books and Lecturers.*—Recently the *New York Times* gave a boost to the Correspondence College when it took some notes, seemingly from the fly-leaf of the editor's Latin Grammar. *The Times* said:

"In response to a demand which has been pressing upon the university for years, Columbia has decided to organize a 'home study' department.

"It would not be surprising if the university itself learned much from the new venture. Do not all our institutions place too high a value upon the lecture and the lecturer? Historically they are a survival from the Middle Ages, when books were few and libraries were unknown, when the only way to impart knowledge and method was by word of mouth.

"Today in nine subjects out of ten, syllabi are easily prepared, text-books are abundant, and collateral reading is at hand which brings the student in direct contact with the leading minds of the world. Capable as the professor may be, he is not likely to be the intellectual of a dozen men who have written in his field. And he is as little likely to be a born lecturer. Given a syllabus, and a bibliography an ambitious and capable student will gain more from three hours a week of reading than from three lecture hours."

After twenty years the editorial writer has risen up like Samson to revenge himself on those who caused him so much pain.

## WISDOM—

Suggest Thorough examination of your eyes unless you are positive of their normalcy, or the accuracy of the glasses you may have.

Lenses not suited to your eyes may be worse than none at all.

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## Real Board of Conciliation for Teachers before the Legislature

DURING the past week, the Minister of Education in fulfilment of his promise to the A.T.A. delegation made some weeks ago, introduced certain amendments to the School Act including the one given below:

"5. Section 197 of the said Act is hereby struck out and the following substituted therefor:

"197. (1) There shall be constituted a board to be known as the Board of Reference, to serve as a board of conciliation or as a board of arbitration, as the case may be; and the said board shall consist of three members to be appointed by the Lieutenant Governor in Council, one member to represent the school trustees of the Province, one to represent the school teachers of the Province, and a third member who shall be neither trustee nor teacher, and who shall act as chairman of the Board.

"(2) When any dispute or disagreement arises between a school board and its teacher or teachers, either party to the dispute or disagreement may make application to the Minister to refer such dispute to the Board of Reference.

"(3) All such applications to the Minister shall be accompanied by a full and complete statement of the nature of the complaint or dispute, verified by statutory declaration on the part of the party or parties making the said application.

"(4) Upon receipt of such application the Minister shall refer the dispute or disagreement in question to the Board of Reference, which shall institute such investigations as may seem to be warranted and necessary, and shall deliver a report of its findings to the Minister who shall transmit a copy of the same to the several parties to the dispute or disagreement.

"(5) The Board of Reference shall have power also to act as a board of arbitration, upon the request of both parties to any dispute between any board of trustees and its teacher or teachers, and when so acting the Board of Reference may, for the purpose of procuring the attendance of any person as a witness at such arbitration, serve such person with a notice requiring him to attend thereon, which notice shall be served in the same way and have the same effect as a notice requiring the attendance of a witness and the production by him of documents at the hearing or trial of an action, but no such person shall be compelled under any such notice to produce any document which he could not be compelled to produce on the trial of an action, and the award of the Board in such cases shall be binding upon both parties and have the same force and effect as an award made under *The Arbitration Act*.

"(6) The Board of Reference shall have power also to deal with such other matters as may be referred to it from time to time, by the Lieutenant Governor in Council.

"(7) The members of the Board of Reference shall receive such remuneration as the Lieutenant Governor in Council may, from time to time, determine."

### LATE BUT GOOD

The Alberta school teachers have asked and seem to have been promised some kind of board of conciliation to deal with troubles which may arise between the school teachers and different school boards. The teachers asked for some such plan six years ago. In place of that the legislature created some kind of a board, which was

quite useless and was apparently intended to be useless. The board of adjustment, or whatever it was called, was limited to interpreting the meaning of the contract and nothing more. It was useless and if it was ever convoked, it was by mistake. It has not been in operation in many years.

The government is somewhat late in creating such an organization, but it is a case of better late than never. The promise, if carried out, will provide for some form of organization which will attempt to make peace in troubles between school boards and the school teachers. Had this been in operation twelve months ago, it might have prevented the distressing Blairmore incident and many other such deplorable troubles.—Albertan.

### NATIONAL COUNCIL OF EDUCATION

#### TENTATIVE PROGRAMME SESSION, 1926 MONTREAL, CANADA

##### MONDAY, APRIL 5th

Reception by E. W. Beatty in honor of speakers and delegates. Attended by His Excellency, the Governor-General.

##### TUESDAY, APRIL 6th

9.30 a.m. Joint meeting, French and English sections.  
Chairman—Edouard Montpetit.  
Speakers—Sir John Adams, Monsieur S. Charlety. "The Place of Language in the National Life."

3.00 p.m. English Section—Discussion: "The Place of Language in the National Life."

3.00 p.m. French Section—Abbe Groulx. "Organization of the Teaching of the History of Canada."

4.00 p.m. Meeting of National Council of Education as at present constituted.

8.15 p.m. Chairman: E. W. Beatty. Address of Welcome: Hon. Vincent Massey, Toronto. Senator Andre Honnorat: "La Culture Francaise;" Dr. H. M. Tory, "Education as a Factor in Mutual Understanding."

##### WEDNESDAY, APRIL 7th

10.00 a.m. English Section—Chairman: Sir Robert Falconer. Alex. Meiklejohn: "The Blight of Utilitarianism in Education."

12.30 p.m. Luncheon to Delegates.

9.00 a.m. French Section—Abbe Maurice: "Concordance de l'enseignement secondaire avec le Primaire."

12.30 p.m. Luncheon at the University of Montreal to French guests.

4.00 p.m. General Meeting of Conference (election of Council Officers, etc.).

8.15 p.m. Joint meeting.  
Chairman, Mgr. A. J. V. Piette.  
Mons. Jean Brühns, "La Geographie Humaine."  
Dr. Hunt Morgan.

##### THURSDAY, APRIL 8th

10.00 a.m. English Section.  
Chairman, J. Macdonnell, Esq.  
Dr. T. R. Glover: "Roots of European Culture," "Greek Freedom and Greek Thought."

9.00 a.m. French Section.  
Abbe Vachan: "Organization de l'enseignement scientifique."

3.00 p.m. English Section. Chairman, Principal R. E. Howe. Prof. W. D. Woodhead, McGill University: "The Neglect of Greek." Discussion—"Classics, a necessity in the training of each generation, must be taught in the schools."

3.00 p.m. French Section.  
Abbe Maheux: "Organization de l'enseignement litteraire."

8.15 p.m. Joint meeting. Chairman, Sir Arthur Currie, G.C.M.G., K.C.B. The Duchess of Atholl.  
Mgr. Alfred Baudrillard: "Les Classiques."

##### FRIDAY, APRIL 9th

10.00 a.m. English Section. Chairman, E. W. Beatty.  
Dr. R. Tait McKenzie: "The Function and Limits of Sport in Education."

9.00 a.m. French Section.  
Chanoine Courchesne: "Concordance de l'enseignement superieur avec le secondaire."

4.00 p.m. English Section.  
Sir Walford Davies: "Music as a National Discipline."

3.00 p.m. French Section.  
Dr. Nolin: "Valeur comparee des grades universitaires."

8.15 p.m. Chairman, M. Arthur Letondal.  
Sir Walford Davies. Concert by choir of 500 school children.

##### SATURDAY, APRIL 10th

10.00 a.m. Meeting of Executive Committee of Council.

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"I saw your name in the A.T.A."

## Provincial Executive Election

### POLICY OF CANDIDATES

#### CANDIDATES FOR PRESIDENT

##### C. Riley, B.A.

There is some question in my mind as to the value of statements of policy by candidates for office in our organization. It savors slightly of party politics. We should be absolutely united in all our fundamental aims, and officers should be guided in their yearly policies by the mandate of the A.G.M.

Further, many situations arise during the year which none can foresee and which must be dealt with in the most practical method possible at the time.

No one man is great enough to dictate policies to the A.T.A. However, since it is requested, I will state my creed in respect to several outstanding matters that face us just now.

1. A continued association with teachers throughout Canada through the medium of the C.T.F.

2. Further efforts to secure a pension scheme for teachers.

3 Advocacy of a higher standard of entrance to the profession, either by raising normal entrance requirements to Grade XII, or by a lengthening of the normal term. This for the purpose of protection of our interests and as a step toward improving the academic status of the teachers of Alberta.

4. Continuance of the bureau if financially feasible. If so, settlement with the old instructors on the best terms possible, these to be arrived at by negotiation with them. Concentration on the most popular courses. Continuance of payment of new instructors on a royalty basis. If possible, a more attractive form of publication of courses.

5. A vigorous campaign to enlarge our membership by more studied efforts at the Easter convention, local fall convention, school fairs, through field work, etc.

6. A close scrutiny of the budget and of expenditures during the year with a view to economy wherever possible.

7. Building up the reserve fund according to plans already laid down.

8. A close investigation of all cases of difficulties with school boards and a province wide consultation of members on matters of outstanding importance which involve large expenditures.

9. Agitation for some method such as the so called Blanket Tax of more fairly distributing cost of education.

10. Continued pressing on to attain those aims fundamental to our organization, e.g.; better service to our province, harmonious co-operation with all educational agencies, improvement of academic standing, fair conditions for ourselves.

11. A carrying out of policies laid down by the A.G.M.

C. RILEY.

##### A. Waite

To the Members of the A.T.A.,  
Fellow Teachers:

Having been nominated for the office of President by the Edmonton locals, I herewith submit my programme for your consideration.

In addition to many years experience as a member of the National Union of Teachers, I have served

continuously for six years on the Edmonton High School Executive, and during that time have held the offices of Vice-President, President and Teachers' Representative at meetings of the School Board.

Last year I was elected by acclamation as Geographical Representative for Edmonton, and have acted on this body as Chairman of Finance and of the Blairstown Trust Fund.

Residing in Edmonton, I shall, if elected, be in close touch with the office of General Secretary-Treasurer and the Department of Education. I can thus serve your interests to the fullest extent.

Your influence and support will be appreciated.

Fraternally Yours,

ALFRED WAITE.

#### Platform

1. Concentration at the Annual General Meeting on some definite policy to be followed during the coming year. This would mean that the members at large would give a greater degree of direction to the Provincial Executive.

2. To attempt to make the Alliance a more widely recognized force in the field of educational policy and practice.

3. To take up with the Department of Education the question of raising the standard in the Provincial Normal Schools.

4. To carry out the establishment of a Conciliation Board. Recently an Edmonton delegation acting for the Provincial Executive secured definite promise of real reform this session.

5. Pensions—Continuation of the splendid work carried out by Messrs. Brock, Webb and Verge.

6. C.T.F. Reduction in the number of delegates—The money saved to be used for securing the objects of this organization.

7. Establishment of a Provincial reserve fund to assist teachers in temporary difficulties. This fund is to be administered preferably as loans rather than as direct grants. With our turnover, at least \$2,000 a year should be placed in this fund.

8. More attention to rural problems as outlined by F. S. Warren and others.

9. Necessity of revision of Electoral Divisions. Representatives should be expected to keep in closer touch with the locals in their districts. City members could easily take care of wider areas.

10. Investigation with view to reduction of overhead expenses. Appointment of a committee to consider fully the best method of increasing the membership along professional lines.

11. The present Executive has not settled the matter of the Bureau. The Annual General Meeting should decide the policy to be followed during the coming year. If it is decided to continue the Bureau, I am in favor of representatives of both shareholders and instructors receiving invitations to meetings of the Directors.

Fraternally yours,

ALFRED WAITE.

# To School Mams and School Masters

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**Visit THE BEEHIVE**

Formerly located  
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### RAYON SILK GINGHAMS ONLY 59c YARD

32 inches wide. Shown in very attractive stripe and brocade designs. A full range of all the new effects.

Beehive Special,  
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### LADIES' PURE THREAD SILK HOSE ONLY \$1.25 PAIR

A full range in all the new shadings for spring, a  
good heavy weight pure silk, having double lisle  
garter top.

Beehive Special, per pair.....  
**\$1.25**

The very latest in Fabric Gloves,  
Per pair, only.....  
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All the new colors in this range shown with  
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Beehive Special,  
Per pair.....  
**98c**

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"I saw your name in the A.T.A."

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**CANDIDATES FOR VICE-PRESIDENT****H. D. Ainlay, B.A.**

To The Members of The A.T.A.:

Having been nominated for the office of Vice-President of the A.T.A. I herewith submit for your consideration the following items as a part at least of the policy that I would work for on the Executive.

(1) A reorganization of the electoral districts. These might better be arranged in blocks about some centre. It may be advisable to increase the Executive by one more district representative. In this respect, however, expense would have to be considered. My plan would be to have each district representative have others acting under him. To these he would make reports of the work of the Executive and these in turn would communicate by mail, at least twice yearly, with each school in the district. This would bring rural teachers more closely in touch with the work of the Alliance.

(2) The Magazine has improved greatly in the last year. The material has been very readable and the vital work of the Alliance has been brought to the notice of the subscribers. It would be my aim to carry out this policy and, if possible, to carry the publicity of the Alliance work to a fuller degree and to open its pages to country contributors, the same to be encouraged to state their problems and to discuss them.

(3) In the past the Alliance has been at some expense in carrying out law cases of teachers who have not been in previous good standing, I believe this to be a wrong use of Alliance funds unless the case is one which will affect the province as a whole. It is my opinion that the Alliance should refuse to spend funds on the cases of those teachers not in good standing. Teachers should realize that membership entitles them to some protection not common to all teachers.

(4) My policy in regard to bureau will be one of judicial expansion. I believe that if this work is to prosper it must cater to the growing needs of the teachers. Any courses added, however, should be paid for however on the royalty basis only.

(5) The number of delegates to the C.T.F. might well be cut down to two. These to be the President and Secretary-Treasurer, or a substitute for these if they cannot attend. This policy to be recommended to the other provinces as a means of decreasing overhead expenditures.

I wish in closing to commend the last year's Executive for the progress made, and to state that it will always be my aim, elected or not, to further the best interests of the Alliance as a whole. There are still many problems to solve and much ground to gain; but with unity within the Alliance we, as an organization, have nothing to fear from outside opposition.

Yours fraternally,  
H. D. AINLAY.

**John Stevenson, B.A.**

As a candidate I may say that my platform will be chiefly Pensions Scheme, the Conciliation Board and greater Security of Tenure, as well as any other matters of vital concern to our profession. I enter the contest with goodwill to all and whether victorious or defeated I shall still be a loyal supporter of the Alliance.

J. STEVENSON.

**R. H. Dobson, M.A.**

To promote the welfare of the teaching body of our province, and to make it a real profession.

R. H. DOBSON

**CANDIDATES FOR GEOGRAPHIC REPRESENTATIVES****C. Willis, B.A., Edmonton**

1. Legislation: Concentration of legislation on a few of the most important and pressing needs instead of a multitude of unimportant or less important details:

- (a) Contract.
- (b) Municipal school districts.
- (c) Pension scheme.
- (d) Faculty of education in connection with the University.
- (e) Compulsory classes for mental defectives.

2. Bureau. The executive of the past year appear to have been afraid to tackle this problem and have deferred action when action was necessary.

- (a) Stock called in if holder desires and credit given on fees.
- (b) Debt to instructors reduced by allowing it as payment for fees.
- (c) New courses added where there appears to be a good prospect of their selling well, pay being on a royalty basis only.

These three should clear up the Bureau problem in a few years.

## 3. Duties of General Secretary-Treasurer:

More carefully outlined and his year mapped out. Placed in a field selling memberships and courses and organizing locals from May 1 to the beginning of the fall conventions.

## 4. Constitution, elections and organization.

- (a) Much more careful check-up in elections for provincial executive.
- (b) The addition of one more geographic division and one more representative to the executive so that Northern Alberta will be better represented and the Executive have an uneven number of voting members.

(c) A preferential ballot for Executive elections.

(d) Voting power taken away from General Secretary-Treasurer on committees.

(e) Vacancies on Executive filled as follows:

- (1) President as at present.
- (2) Past-President's place taken by last Past President eligible.

(3) Vice-President or Geographic Representative, election as in general election.

(f) Provision for recall of Executive members.

(g) Careful check-up on expenditures with a view to lowering fees especially of the lower salaried teachers and putting all on a percentage basis, say about two-thirds of one day's pay.

(h) No assistance given to non-members or members in bad standing, when in difficulties, and no fees accepted from such when in difficulties.

(i) Salesmen retained for memberships, courses and advertising in the magazine with an investigation of the present rate of commission and a definite policy established.

5. Most important of all, my actions as a member of the Executive shall represent and be subject to the wishes and ideas of the members of the Geographic Division represented; as expressed through the locals.



We heartily welcome you to Calgary and cordially invite you to visit our store.

WE CARRY A LARGE STOCK OF THE NEWEST

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to suit the taste of the most discriminating dressers. Every garment has been carefully selected for its smartness of style and outstanding value for the price at which we are able to offer it.

NEW SPRING COATS from \$16.50 to \$125.00

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\$1.00 - Turkey Dinner - \$1.00

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One Block North of Hollingworth's

"I saw your name in the A.T.A."

**Miss Annie Campbell, Calgary  
Policy**

I shall have to confess that it had not occurred to me that a candidate for the office of District Representative would be expected to outline a policy. Nor have I any particular policy to state, unless a determination to attend committee meetings faithfully and to use such intelligence as I possess in the consideration and transaction of Alliance business, might be described as a policy.

Further than this, it may be added that I am and always have been in complete sympathy with the aims of the Alliance, and thoroughly in favor of every progressive movement it has undertaken.

ANNIE CAMPBELL.

**S.W. ALBERTA**

Munroe MacLeod, B.A.

My Policy is as follows:

There has been for some time a general feeling throughout the teaching body of Alberta that the Alberta Teachers' Alliance has not been successful in securing for itself the support which might reasonably be expected. In addition to this there has been considerable dissatisfaction expressed by even the strongest supporters of the Alliance with the manner in which the strike situation in Blairmore was administered.

If elected to office I shall endeavor among other things:

1. To investigate the failure of the A.T.A. to secure a larger membership.
2. To eliminate any influence which may be harmful to the general welfare of the Teachers' Alliance.
3. To make the Magazine an interesting, and educational publication, to which all the teachers of Alberta would willingly subscribe.
4. To investigate fully the financial status of the Alliance, and to publish the same for the benefit of the teachers.
5. To place the affairs of the Bureau of Education upon a sound financial basis.

Soliciting your support,

I remain,

Yours truly,

MUNROE MACLEOD,

Principal Canmore School.

**Harry C. Sweet, B.A.**

If honored by being chosen as geographic representative for S.W. Alberta I hope to give my best attention to any and all matters which come before the Provincial Executive, or before any committee of which I may be a member. I am definitely in favor of any feasible plan for increasing the membership of the Alliance, and I should advocate that some steps be taken to popularize the Alliance among those teachers who, at present, are non-members.

In these days when service organizations actively enlist public goodwill in varied spheres of social effort, it might be timely to consider projects of community service as worthy of a larger place on our platform. If, as a result of this, we were to develop in our own midst, something of that spirit of co-operation and understanding, the absence of which we, as an association, have occasionally deplored in others, the step would be worth while.

I am therefore prepared to support any movement toward broadening the policies and augmenting the influence of our association both within and without the ranks of the profession.

Yours fraternally,  
HARRY C. SWEET

**N. ALBERTA**

A. J. H. Powell

My Policy is as follows:

1. To work for a clear assertion in law of the teacher's power to take drastic action with truant, idle or insolent pupils, especially in High School.
2. To combat all influences and abuses which at present tend to make the teacher a nomad, and the profession of teaching a mere transient phase preliminary to some other career.
3. To seek some way of emphasizing the fraternal side of A.T.A. work in rural sections (*e.g.*, aid in sickness). This is a very commendable feature of A.T.A. activities in the cities.
4. To continue to keep the A.T.A. pension scheme a matter of live discussion.
5. In the above and all other business to co-operate loyally with other members of the Executive.

A. J. H. POWELL.

**YOUR BANK EXPLAINED**

HANDBOOK ISSUED BY THE ROYAL BANK OF CANADA  
DESCRIBES BANKING FORMS AND METHODS

Young people attending high school and college sometimes know very little about the functions of a bank, nor do they always understand the purpose of the various forms which are placed in the public part of banking offices for the use of customers. The general public, too, frequently have only a vague idea regarding such matters, and often make out incorrectly the banking forms required for the transaction of their financial affairs.

There is really no complicated system to master when you do business with a bank. It is quite easy. At the same time, there are certain facts about banks and banking that everyone should know, and information of this nature, set forth in clear and intelligible language, does not always appear to be available either for schools or for the public at large.

The Royal Bank of Canada has realized this, and has issued a booklet entitled "Banking Forms and Their Uses" which is supplied free upon application at any of the Bank's branches. Teachers conducting commercial classes will find the booklet especially serviceable.

The plan of the Minister of Education to have the strong and rich give a hand to the poor and weak, was very fine in idealism but did not work out in practice. It involved the paying of more taxes by some people, and it is now regarded as nothing more or less than a rank imposition for any person to pay more taxes.

—Albertan.

A Chinaman was asked if there were good doctors in China. "Good doctors!" he exclaimed. "China have best doctors in world. Hang Chang one good doctor; he great; save life to me." "You don't say so! How was that?" "Me velly bad," he said. "Me callee Dr. Han Kon. Give some medicine. Get velly, velly ill. Me callee Dr. San Sing. Give more medicine. Me glow worse—go die. Bimeby callee Dr. Hang Chang. He got no time; no come. Save life." —*Tit Bits.*

# The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the First of Each Month.



**EXECUTIVE OF A.T.A., 1925-1926.**

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Vice-President	C. Riley, B.A., 344-1st St., Medicine Hat
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**GENERAL SECRETARY-TREASURER:** John W. Barnett, Imperial Bank Building, Edmonton.

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EDMONTON, APRIL, 1926

No. 11

### BLAIRMORE SCHOOL BOARD

CLUNY S.D. No. 2334

LUCKNOW S.D.

### WABAMUN SCHOOL BOARD

WAINWRIGHT S.D. No. 1658

### GLENWOOD CONSOLIDATED No. 32

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Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,  
General Secretary-Treasurer,  
Alberta Teachers' Alliance,  
Imperial Bank Bldg., Edmonton.

## Editorial

### NOTICE TO TEACHERS

At the last Easter convention held in Edmonton, a resolution was passed, unanimously, to the effect that teachers would patronize those people who advertise in the A.T.A. Magazine. Kindly keep this in mind when doing your shopping in Calgary. It will help to finance the Magazine by encouraging people to advertise in it.

Read the advertisements in this issue. They are all from most reliable people. Give them your patronage and boost our Magazine. If you mention that you saw their advertisement in the A.T.A. Magazine, it will help you in your shopping because it is the desire of the merchants to give the teachers a cordial welcome to the city.

MEMBERS of the Alliance will read with considerable gratification the news that years of consistent, persistent and determined effort give promise of being rewarded. Elsewhere in this issue appears a copy of the new suggested Section 197 of the

School Act providing for an impartial board to take care if disputes between teachers and school boards. The bill has passed its second reading in the Legislature and, apparently, has first-rate chances of being passed on its original form.

\* \* \* \*

THE new board will automatically replace the innocuous or ethereal apology for a Board of Conciliation still-born in 1920, and interred in the statute. We always thought that it was far easier to get the drift of the cubist's spasms than to diagnose the possibilities for usefulness of the old section 197. The legal mind seeking passage could see spikes, barbs, and bars innumerable in its draftsmanship, all signifying "no road!"

\* \* \* \*

THE new suggested board will, if it becomes law, obviate all chances of serious conflict in the future between teachers and school boards. The machinery is precisely defined and the Minister assumes no responsibility in connection with calling the board, nor enforcing any recommendations made. This is as it should be; the Board will be altogether independent of the Department and it will stand or fall upon its own merits. All that will be required to put the Board into action will be a statement of the dispute by either party to it accompanied by a statutory declaration. Then the Board *must* deal with the matter.

\* \* \* \*

A NEW feature of the Board is that by agreement of both parties it may serve as a board of arbitration, its findings thereby being as binding of acceptance upon both parties to the dispute as the judgment of a court judge. If the Board is to conciliate instead of arbitrate then the findings will be delivered to the Minister who thereupon will serve a copy to both parties.

\* \* \* \*

THE Board will be composed of three: one representing the school trustees, one the school teachers and the third—the chairman—who shall be neither trustee nor teacher. We presume that the appointment of the trustee representative and the teacher representative will be consequent upon their nomination by the Alberta Trustees' Association and the Alberta Teachers' Alliance respectively, and the third appointed after conference with the two association representatives.

\* \* \* \*

NO matter what else may be the final result of the Blairmore case, teachers may count the sacrifice as gain. The new Board of Reference is an emanation of a desire to take away all possibility in future of conflicts of a similar nature. Had not the Alliance accepted the gauge of battle so flauntingly thrown down, the Blairmore case would have been merely an incident known to few other than teachers—like Castor, Wainwright, Vermilion, Olds, etc.—but the fact that rather than accept the humiliation offered, the teachers of Alberta supported by the Canadian Teachers' Federation, decided to "go the limit," focussed public attention upon the need of reform. Hence the Board of Reference.

**T**HE new Board of Reference is a most progressive piece of legislation in regard to settlement of dispute between teachers and school boards than appears in any school ordinance in the Dominion. The successful immediate outcome of the Blairmore case is more than commensurate with the splendid sacrifice made.

\* \* \* \*

**T**HE recent Castor school district case, where a former principal and a teacher were each fined \$50 and costs for having exceeded their legal authority by suspending two pupils for habitual truancy, was the first of its kind in the province—and it will be the last. Hon. Perren Baker, Minister of Education, is asking the Alberta Legislature to amend the School Act at this session, so that truancy will be included in the list of offences for which a teacher may exercise the right of suspension of the offending pupil. Truancy, open opposition to authority, habitual neglect of duty, bad language, and other acts inimical to school discipline, are to be specifically rather than impliedly included in the additional powers conferred on the teacher. Under the existing provisions of the act, specific power to dismiss a pupil for these various causes, in the opinion of one district court judge, has been vested in the school board only, and, in the Castor case, where the principal and a teacher suspended pupils for truancy, the court held that they had exceeded their legal authority in so doing.

\* \* \* \*

**I**T remains to be seen whether or not the decision of Judge Morrison will be sustained by a higher court. The Castor decision, on the order of the Minister of Education, is being appealed by the Attorney General and teachers will watch with interest the result.

\* \* \* \*

**I**F the appeal is successful then there is no urgent need for amending the law, although it is just as well in any case that future possibilities of misunderstanding with respect to the teacher's rights and powers in enforcing school discipline should be eliminated.

\* \* \* \*

**T**HE further question arises as to whether or not specific powers should be delegated to the teacher in regard to the infliction of corporal punishment. There are cases in point which have been tried before local Justices of the Peace where the teacher has been fined for administering corporal punishment to refractory pupils. Not that there was any suggestion of the punishment being undeserved or excessive, but the J.P. could find no right in the law for teachers to punish in that way. In the school statutes in several of the provinces, the teacher is safeguarded by a provision that he may inflict such punishment as would a wise and judicious parent.

\* \* \* \*

**T**HE excerpt printed below is not from a reported speech of the Minister of Education advocating the Blanket Tax; it is clipped from the Report of the 1922 Annual Convention of the Alberta Trustees' Association and appears under the heading "Taxation

and Finance," by H. C. Wingate, then and still a member of the Executive:

#### RE GOVERNMENT GRANTS

"As the provincial government grants are a part of the finances of school districts, I wish to direct your attention to the basis on which these grants are paid. Briefly they are paid on the basis of the amount of school service rendered by each district, thereby giving rise to the expression "amount of grant earned." To put the matter plainly, the more days the school is kept open the more grant you get. In consolidated districts the better transportation you provide the more grants you receive. While we may not object to this method, I believe that a portion of these funds should be set apart and paid to the district on the basis of the amount of school *operating expenses required*. For example, some of the poorer districts may have just as many children to attend school as some of the more prosperous districts, and so require just as much money for operating expenses. In other words, the property valuation in some districts may not admit of raising enough of money to operate a school for a reasonably long term each year. I believe that a part of the school grants *money should be paid in the inverse ratio to the assessment* in the districts. In this way the poor districts would receive the additional assistance they require in order to operate a yearly school."

If our memory serves us correctly, this address was well received and endorsed by the body of trustees present. Yet this same body adopted an attitude of uncompromising hostility to the Minister's bold attempt to effect just such a scheme as was hinted at four years ago by one who has sufficient confidence manifested in him by the trustees to be retained by them on the Executive every consecutive year since the inception of the big convention idea in 1920.

\* \* \* \*

**T**HAT there is still need of some action ensuring that children in the rural parts of the province receive anything like an adequate education even in the rudiments, is evident from perusal of a return of questions answered by Hon. Perren Baker, Minister of Education, in the Alberta Legislature on March 11th, in reply to George Mills, Liberal, Athabasca. During the school year 1924-25, no less than 36,145 Alberta children of school age failed to receive one hundred days of schooling. Of these, 23,939 were children living in rural school districts; 7,484 in city and town districts, and 4,722 in village districts.

\* \* \* \*

**W**HEN one looks, also, at the operation of rural schools for the same period, it is seen that 368 Alberta schools operated for less than four months in the school year under review; 97 operated between four and five months, and 117 operated between five and six months. This return was not given, as was the first portion, showing the number of rural, village, town, and city schools which operated for the various periods, but anybody informed with respect to rural school conditions, is willing to admit that over 99% of the 368 schools, which operated for less than four months, were rural schools.

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nicely lined, attractive cloths.  
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and an endless variety of  
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"I saw your name in th-

# at Hollinsworth's



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That is the reason you are able to secure such wonderful values in quality garments—and too such an amazing assortment from which to make selection. Hundreds and hundreds of Coats, Suits and Dresses, all fresh, new spring garments.

## Coats

At \$19.75 { A group of pleasing Tweed Coats, ideal for street and motor wear. All sizes. Fully lined.

At \$25.00 { All Wool Rich Charmeem Cloth, smart styles, correct for spring shades. All sizes.

At \$32.50 { Lovely Poiret Twill Coats, silk lined. Cape coats and flare coats. All sizes to fit the miss, the average figures and the stout models as well.

**HOLLINSWORTH & CO**

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SPECIALISTS IN LADIES AND MISSES READY-TO-WEAR



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**A** CONCRETE example of the handicap under which the rural pupil suffers, more especially in the pioneer districts, is shown in a return given by the Minister of Education on the same date, in reply to questions put by L. A. Giroux, Liberal member for Grouard. Seven schools in the Grouard district, those of Smith, Mirror Landing, Sunshine Valley, Big Meadows, Salt Prairie, Slave Lake and Donnelly Heights, show a total of 641 days' school for the 1924-25 term, or an average of 107 days per district—almost 50% below the requirements for a full school year, and at that, two of the schools were operated jointly. In fairness, however, it must be added that in one district there are but two pupils of school age, and these are going to school elsewhere. A total of 64 children are concerned in the operation of the five schools which opened their doors during the year. These schools earned by way of regular grant during the year, \$586.63, and in special grant, \$125.00, and the six teachers employed received a total of \$3,148.70 in salaries, or an average of \$524.80 each.

\* \* \* \*

**T**HREE was an amusing contretemps when the Minister of Education endeavored to make a little political capital out of the questions put by Mr. Mills, by comparing the attendance return for 1924-25, with that for 1920, the last year of the Liberal administration. Naturally, the Liberal opposition in the house refused to allow Mr. Baker to get away with this, and after a sharp word-battle between Hon. C. R. Mitchell and Hon. Mr. Baker, the minister gave it up, and agreed to bring down his replies strictly in the form asked for by the questioner. However, Mr. Baker had his revenge when S. A. Carson, Farmer member for Sturgeon, asked a series of questions in such form as the minister evidently wished for the getting in of his comparisons, with one or two added questions comparing regular and special school grants for 1925, with those of 1920.

\* \* \* \*

**T**HE replies given by the Minister to Mr. Carson's convenient questions are of interest in that they prove that rural school conditions in 1924-25, were much better than those of 1920, so far as attendance was concerned. In the year 1920, a total of 60,641 children failed to receive 100 days of school. The returns were not then separated for rural, village, town and city schools. In the same year, 389 schools were operated for less than four months; 101 between four and five months, and 159 between five and six months. Special grants to schools during the four years preceding 1921, and up to August 13th of that year, totaled \$76,526.66. From August 13th, 1921, to the end of that year, and for the four following years, a sum of \$145,204.48 was paid in special grants. Ordinary school grants paid to schools in 1920, were \$920,932.52, and in 1925, \$1,102,342.47.

\* \* \* \*

**S**OME \$50,000 will be paid to about four hundred Alberta schools by way of special grant in addition to the regular grant in 1926, under amendments to the School Grants Act now before the Alberta Legislature. The amendment is designed to take the place of the

plan suggested by Hon. Perren Baker, Minister of Education, last year, the giving of special grants to weak and struggling school districts, by means of a blanket levy against the school districts of the province. It provides that in a school district where the assessment valuation for supplementary revenue purposes, in addition to the value of other taxable property in the district, is less than \$75,000, additional special grants will be paid in proportion to the valuation. The grant payable is graded in accordance with the assessed value, and is a per diem grant per teacher, for each day the school is operated. For example, to a district where the assessed value is less than \$10,000, the special grant will be \$2.80 per teacher per day, in addition to the regular school grant. For every increase of \$5,000 in assessed value, the special grant is decreased 20 cents per day. For example, the grant on assessments between \$25,000 and \$30,000, is \$2.00 per day; between \$50,000 and \$55,000, \$1.00 per day, and from \$70,000 to \$75,000, 20 cents per day. The special grant will be payable for a period of not over 160 days in each school year, in addition to the regular grant. As stated, some \$50,000 is the estimated requirement, and this will be met by the placing of this sum in the estimates, so that it will not be necessary to decrease in any way the regular grants now being paid to schools throughout the province.

\* \* \* \*

**T**HE new plan is right from one stand point—it will give some relief to very poor school districts—but \$50,000 is a mere pittance and will do very little towards materially relieving the inequalities in school taxation. The median now is \$75,000 whereon the Blanket Tax provided benefit to all districts of less than \$133,333 1/3. The Blanket Tax was planned to produce approximately \$1,500,000, which meant that the equalization fund would provide practically one half—\$750,000—for the school districts of lower assessment than \$133,333 1/3., the other half being received back by the wealthier districts in grants. Against this in both cases, however, there would be an offset of three mills on the assessment. But in any case the total increase now in grant to a district of say \$40,000 assessment will be but \$224, as compared with a net amount of \$380 under the abandoned scheme. Instead of a fund of \$50,000, at least ten times that amount is necessary to be of any real benefit. In order to obtain \$500,000 additional for school grants, it obviously would be necessary, considering the present state of the finances of the Provincial Government, to levy an earmarked tax. This principle has been abandoned and schools will have to depend upon general revenue. Grants from general revenue are almost certain to be precarious and unstable. The per capita grants today are very much less than they were in 1921, before the advent of the present administration, for the reason that expenditures from general revenue were slashed in all directions—probably they had to be, but many contend that the educational system received more than its fair share of curtailment.

IT is inimical to the welfare of the educational system when the chances of increase or decrease in school grants are subject to the trend of every wind that blows; this is inevitably one result of the system being dependent upon general revenue. Again there is in the new scheme only a modified departure from the recognized unjust principle—that of paying the larger grant to the school able to keep its school open for the longer period of time. The Blanket Tax has been abandoned and the wealthy school districts may chuckle at their success in defeating the scheme; but the fact remains that the Minister made a real effort to put into effect a plan of equalizing the burden of educating our young citizens—a plan in full keeping with those advocated by all who have studied seriously the question of taxation for education.

\* \* \* \*

IT may be that the introduction of the Blanket Tax was wrongly timed. Had the scheme been put into effect some years ago, the province as a whole would have experienced its benefits to education; selfish opposition, misrepresentation and lack of understanding of it might have disappeared in the course of a year or two—before the next provincial election. It may have been wise from a party political standpoint to abandon just now a policy so easy to misrepresent under the false slogan: "They are raising your taxes by three mills;" but its abandonment is a slamming shut of the doors of hope for a comprehensive scheme redounding to the credit of the present administration and giving some measure of equality of educational opportunity to all children.

\* \* \* \*

**W**HEN tens of thousands of children in Alberta have not the privilege provided of attending school for 100 days a year, one might be pardoned for hoping at least that members of all parties and creeds would draw the line at obtaining party political advantage at the expense of a stunted intellectual development of the future citizens of Alberta, one-fifth of whom attended school last year for less than half time.

\* \* \* \*

**A**N engineer previously employed in the Medicine Hat power plant recently won a slander suit against the plant superintendent who had cast aspersions on the engineer's efficiency and care of the machinery committed to his charge. His Honor Judge Green allowed the plaintiff the highest damages (\$600) which a District Court could allow and the judge gave the opinion that much greater damages could have been secured had the case been heard in a higher court. Close reading of the reports of the trial gives us the opinion that nothing said by the defendant in this action with respect to the plaintiff was one whit more derogatory to the engineer nor more inimical to his welfare and reputation, than damaging to teachers are slanderous remarks concerning them often made by irresponsibly inclined parents and ratepayers.

**F**ROM time to time, during every year, the A.T.A. receives reports from teachers where parties maliciously, mischievously or irresponsibly minded, circulate rumors or make false statements about teachers amongst the public, and often go so far as to surreptitiously report scandal to the Board. The result is, the teachers' authority and influence are seriously undermined, at least, even though the teacher be not "let out" by the Board. These instances are far too common and many teachers have the idea that a few actions for slander or libel would serve as salutary lessons to numerous people whose malice and volubility are not under complete control when a teacher's actions are under review or when her character and professional reputation are at stake.

\* \* \* \*

**N**INETY per cent. of "moves on" are a direct result of this very thing. Whether it be just or unjust, is seldom the question, here is the usual attitude of the public or school board: "Oh well, if there's trouble, the teacher had better get out. If I were a teacher I wouldn't want to stay where there was trouble or where I wasn't wanted." How facetious, how superficial, how transparent this attitude—how easy for everybody to endorse but the teacher—but the line of least resistance for everybody but the teacher is not necessarily the best for education.

\* \* \* \*

**J**UST as long as the teacher's exit is so easy of accomplishment; just as long as teachers refrain or shrink from fighting back, so long will they be treated as birds of passage who vanish at sight of a scarecrow. The teaching profession will gain that degree of respect only which they enforce (impose, if you will) upon that type of citizen whose idea of real sport is to bait the teacher whom they consider powerless, disinclined, or afraid to strike back. If such people are incapable of honoring the individual pedagogue they can at least be made to fear the collective strength of the organized profession.

#### ANSWERS FROM A COLLEGE HYGIENE CLASS

Q. What gives the blood its red color?

A. The red blood is caused by red corpuscles in the blood. They are called streptococcus and as they greatly outnumber the white corpuscles the blood is red.

Q. Define health.

A. Health is the condition one's body is in. When we speak of a person having bad health we mean his physical condition is in poor shape. When we say a person has good health we mean that his physical condition is good.

Q. What to do and how to live to prevent colds, coughs and tonsilitis.

A. There is usually crowded living conditions, poor ventilation, vegetables, tonsils and adenoids.

Q. Name the causes of constipation.

A. The causes of constipation are unripe apples.

Q. What is the essential nature of the trouble in the individual having diabetes?

A. The essential nature of the trouble in the individual having diabetes is sugar and always thirsty, very weak and dies in a stupor.

—Journal A.M.A.

## School History and Culture

W.M. CAMERON, B.A., Lomond

**T**HE veneration of antiquity, inherent in upper classes of society, explains the exalted position occupied by history in the curricula of all modern educational institutions. Even the more dominant literature describes historical scenes and episodes of the lives of great men, continuously growing in importance as time recedes from the period of their social activity. In fact, so widely has tradition been idealized and so strongly has it appealed to the emotional faculties that present generations have developed a cult of ancestor-worship, similar to that practised by the ancient Egyptians. Yet, notwithstanding this unscientific outcome, professorial educators still consider a study and knowledge of the past of primary importance in training the expanding intellectual powers of the growing child.

The history of mankind embraces the evolutionary development of human social existence. The word evolution need not cause terror. It but describes the growth of society from a primitive stage to the more advanced and complex civilization of modernity; the struggles of mankind to understand and utilize the mysterious forces of nature; his application of these powers to the greater satisfaction of his wants and finally his human relationships during the various periods devoted to solving outstanding productive problems. These form the basic content of the history of mankind. All institutions are but superstructures built upon this foundation and serve as instruments in furthering his ends and organizing his labors.

For school purposes, however, the scope of history restricts itself to one particular class of society, called the ruling class, and as a consequence pictures a brilliant procession of kings, queens, statesmen, generals, bishops, and princes across the stage of life. The real workers, the working class—whose labors and endeavors have made real progress possible—receive but scant recognition.

When Educators refer to history, then, it must not be forgotten that the term is relative and includes but a fractional part of society. Grecian history, for instance, emphasises the great mental attainments of a leisured class, divorced from manual labor and thus given an opportunity to devote time to a cultivation of their intellectual powers. But it does not stress the fact that this leisure was possible only through vicarious oppressive toil; nor that, if the workers possessed the same opportunities, their mentality would have reached a similar level of proficiency. Continuously also throughout school history remains the false suggestion that nature has created some people with brains, others with a lesser quantity; that, for this reason alone, the former should rule and have power and authority; that the latter should obey without question and willingly execute the wishes of superiors as expressed in legal enactments, describing a definite course of action. Whether Educators intend to convey to the inexperienced the wider and more general application of the word, history, is somewhat obscure, but in any case the inexact and doubtful terminology existing, violates the primary ethics of modern science.

Continuing from this unscientific term, professors inform us that history is a science. No one denies its scientific nature, but exception is taken to that form of history, as supplied in school textbooks, being called by such a name. Science confines its investigations to the full limitations of its subject and discusses the part only in its relation to the whole, school history, on the contrary, emphasises the part to the exclusion of the

complete unit. It takes things from out their natural connections. Science concerns itself with details for the purpose of discovering general truths about things. School history supplies a multiplicity of disconnected and minor details for the purpose of testing the pupils' memory during examination periods. In consequence, it can claim only a remote relationship with any inductive process.

Chief among the reasons advanced for the retention of history in schools, is its inherent potency to develop the reasoning powers of the child by cultivating a knowledge of how to understand the phenomenon of cause and effect. This problem of causality has for ages puzzled the greatest philosophers. Among historians, the cause is fantastically conceived as a little "god" who generates his effects independently of society and then modestly hides behind his handiwork. But such an explanation, because outwith experience, opposes scientific knowledge. If for instance, causality means that the great war of 1914, was caused by the murder of a Prince at Sarajevo coupled with the imperialistic nature of a militant Kaiser; if, that later Britain entered the war on account of the invasion of Belgium; if, that the Reformation in Germany was effected by Luther and its counterpart in England by Henry VIII, then the less learned of this nonsense the better. Causes are not pretexts nor are pretexts causes. And text books on history which impose such extravagant rubbish on the plastic minds of inexperienced children should have no abiding place in any educational institution. For not only do they retard the natural development of the faculty of reason, but they even destroy the will to reason on the part of the child. Although the theory of Causality certainly plays an important part in mental training, if the operation is a conscious as opposed to an instructive one, yet the many claims made by historians on behalf of history as a means towards this end do not manifest themselves in practice.

Only through a knowledge of past institutions, *on dit*, can we attain a full understanding of the institutions of the present. This but states in a less practical form that full understanding of a modern harvesting machine necessitates a study of the cutting implements of the palaeolithic age. But what about other institutions of pre-historic times. No definite description of their forms or functions exists. The claim is purely academic and imaginative. In actual practice it proves itself both absurd and ridiculous. For the present explains the past; not the past, the present. The inconsistent nature of such logic reveals itself in a desire to know the beginning of things and the ultimate reason for their existence in a world without beginning and without end. The present age is an age of science, but here appears a recrudescence of the ancient speculative idealism, the subjective thought, which clothes the notions of an individual in the garb of incontrovertible objective reality. Truth does not dwell in the intellect. The faculty of understanding acts only as an interpreter of truth. But when the method of thought, the intellectual process, is misunderstood, it then appears as if truth emanated from some mysterious personal source. Our Educators are, indeed, metaphysicians of no mean order who still fancy the existence of a mystic world of "noumena" (Kant) beyond and outwith the world of phenomena from which those endorsed with special mental qualities can abstract thoughts not revealed to the ordinary man.

Tradition with its speculative spooks still encompasses them and has held them too long aloof from contact with the actual productive processes of society which, alone, can enable them to grasp the immediate

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intellectual requirements of modern social life. Knowledge of the past does not embody understanding of the present. On the contrary it acts as an obstacle to the overtaking of such understanding. Children spend so much time learning about the obsolete institutions of antiquity that they have no opportunity to know the living peoples, institutions, and relationships existing today. For the young there exist only two periods of time, the present and the future, and historical phantasmagoria do not provide preparatory material for a time to come.

There still exists the widespread idea that the development of culture in the younger generations depends upon the study of the civilization of ancient peoples. The thought is also a relic of the past. It perpetuates the notion that what was once a good custom remains so for all time. At a certain stage in former society a definite traditional procedure must have been true. For instance when Europe was beginning to experience the flow of returning progress after the recessive ebb of dark ages, the attainment of a higher culture would undoubtedly be hastened by knowledge gained from a former and more developed society. Hence recourse was had to the historical periods of Greece and Rome. When, however, the expanding growth of evolutionary production brought in its train a culture at first equaling and then surpassing that of ancient peoples, the necessity for the research of past records ceased. A purposeful review of ancient history can now bring with it no compensating cultural advantages. Still the old custom is perpetuated.

This perpetuation receives encouragement from the somewhat elusive and mysterious nature of "culture." It savors of a supernatural origin. But when it is understood that in practice, culture is a characteristic of society and partakes of the dual nature of social life, its mysticism vanishes and proximity reduces it to the level of the commonplace. An independent individual does not possess culture. The phenomenon only appears when the individual establishes relations with others of his species to form societies in which each person must live and act for the well-being of the group. The more important of these activities are regulated by law; the lesser, by established custom. Outside of these and limited by social intercourse exist certain recreative activities tending towards harmonious relationships in society and generally classified under the term culture. Yet the only distinction between these three grades lies in their quantitative values of usefulness. Their essence or nature does not differ. The first is specially, although not as designated, the culture of the worker; the last, the culture of the leisured class.

In bygone days the outward sign of leisure manifested itself chiefly in dignity derived from the acquisition of wisdom. But as the then amount of knowledge was limited, its attainment was well within the grasp of the individual capacity. With the advent of the industrial age, knowledge of nature has increased so enormously that full understanding of a special part of a definite subject requires the undivided application of a lifetime. For obvious reasons this knowledge became more common property. No longer was its possession a mark of dignity and culture for the leisured. So the content of culture, the symbol of dignity and authority, has changed from a desire for mental attainment to a craving for the satisfaction of temporary and emotional impulses, obtained through a lavish and ostentatious consumption of wealth on the part of those who possess it. The children of the working class cannot practise this modern culture so they are encouraged on the plea of "moral turpitude" to neglect it and possess them-

selves of the discarded culture of the leisured class. History lends its aid to this deception by imaginatively modernising antiquity.

Again, it is claimed, that as the phenomena of society follow one another in regular cyclic order, a study of the past assists in regulating and directing our course of action in anticipation of the future. This argument is the basis of the doctrine of the Fundamentalists who shut their eyes to the process of evolution and pretend thereby it does not exist. But, irrespective of their beliefs, development moves steadily onwards. Nature and society obey their own general laws without consulting the individual great man. The foolish trait in the social unit conceives a personal direction of nature in accordance with man-made legislation. Notwithstanding Canute's failure to control the motion of the ocean, mankind still apes his fantastical power. Not man, however, but time brings with it infinite variability. At any particular moment every particle in time and space is new, original and has never been there before. The individual phenomena of nature and history do not recur. They disappear and are dissolved in their effects. No former experience can ever wholly suffice for subsequent events.

Can any reasonable argument be advanced for the teaching of a lopsided history of civilization in schools? It is now conceded that it has no effect, as was formerly claimed, on strengthening the memory. As a means of cultural attainment, little can be said in its favor, culture not being an institution of static content. As a mental acquirement, its social usefulness is of minor or even negative importance. As a method of understanding fully the institutions of the present, school text books are a total failure. As a directive force in life, the concrete lessons derived from history cannot function. As a means of developing the theory of cause and effect, the teaching of history suffers from lateral inversion. Causes are studied from effects and not effects from causes, and the latest effect is the present. In conjunction with the literature of the past, it furnishes a means for a prodigal and useless expenditure of the pupil's time and energy. Further it is not scientific. Most objectionable of all, it encourages the idealist method of subjective thought and this mode of thinking is altogether to blame for the fact that the struggle for objective understanding has so long been in vain.

The foregoing treatment of the subject has been partly negative. In the circumstances this method is necessary. History as a school subject has long been considered of paramount importance. This seeming importance increases with passing years till now no educational course is considered complete without an intensive study of this subject functioning in place of Latin and Greek, already discredited and obsolete. With so much tradition surrounding it, developing into pure idol worship, and with so many fantastical reasons advanced for its further perpetuation, the first essential for the acquisition of the useful lessons attached to its study is to clear the field of the various traditional obstacles so that one may obtain a clear and unobstructed view for further efforts in this direction.

\* \* \* \*

In general the public have in educational matters been lulled into a state of contentment with its concomitant mental inertia partly through lack of understanding the nature of the subject and partly by a copious supply of opiate, avidly consumed, because emanating from an authoritative source, supposedly cognizant of scholastic requirements. The results from the directive efforts of these authorities, notwithstanding their historical experience, have, however, been so

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disappointing and of such a contradictory nature, that urgent action appears imperative.

A method of measuring the efficiency of pupils has lately been devised and introduced into schools. The device has proved an excellent one under certain conditions. But why restrict its application to pupils? Why not use similar methods more generally, beginning with school curricula, officials in education departments, and groups connected therewith, inspectors, and school boards, as a means of testing their efficiency? What is sauce for the gosling should surely be sauce for the goose.

#### CALGARY PUBLIC SCHOOL MEN'S LOCAL OF A.T.A.

A well attended meeting of the male teachers on the Public School staff of Calgary took place on Monday afternoon, February 8th, at 4.30 p.m., at the Central Public School.

Mr. H. Freeman was voted to the chair and Mr. W. Webb appointed secretary pro tem.

Ballots had been prepared and sent out the week previously and Mr. F. Parker was called upon to declare the result of the ballot.

The elected Officers and Executive were as follows: President, H. Freeman; Vice-President, C. R. Sinclair; Secretary-Treasurer, W. S. Webb. Executive, R. Swift, L. F. Harrap, R. L. Harvey, S. C. Stoodley.

In declaring the above mentioned elected Mr. Parker, as the President of the A.T.A., tendered the congratulations of the Provincial body to the newly formed local and elected officers and expressed the hope that the local would prosper and be a live organization.

The President-elect in taking office thanked the teachers for the great honor given him in electing him as their first President and asked for sustained interest and presence at all regular meetings.

A resolution was passed vesting the Executive with the authority to go ahead and carry out the necessary duties requiring attention before the next regular meeting called for March 2nd, 1926, to consider nominations for Provincial office.

#### CALGARY PUBLIC

The regular monthly meeting of the Calgary Public School Local was held on March 1st, and the following nominations for the Provincial Executive were endorsed: Mr. Riley as President, Mr. Ainley as Vice-President.

Upon the suggestion of the members, Miss A. Campbell was nominated as candidate for the position of District Representative for Calgary. We feel that Miss Campbell would make a very capable Executive member and wish to solicit support from the Alliance members in the Calgary district in this nomination.

After the other items of business were conducted, Miss McMartin gave a very interesting paper on the Dalton Plan which she had seen in operation, during a visit in England.

The Annual Meeting of the Calgary Public School Local took place at the McDougall School, on Wednesday evening, January 13th, at 7.30 p.m.

The secretary-treasurer gave a brief review of all the business conducted throughout the year. The treasurer's report was very gratifying as it revealed the fact that the Local was completing the year with a clear sheet.

Mr. Brock, as retiring President, gave a short report about the year's activities and thanked all the officers

and members for their co-operation. The new officials were then asked to take charge.

The President, Miss Tier, in taking the chair, assured the teachers that the success of their Local would more than ever depend on the individual teacher, in view of the fact that a previous meeting, the men resolved, that in their opinion the time had come to form a separate Local.

The meeting closed with the singing of the National Anthem.

The first General Meeting of the Calgary Public School Local was held in Central School on Monday, February 1st, 1926.

The President, Miss Tier, in opening the meeting expressed her delight in such a large attendance and solicited the support and cooperation of each member.

The business of the meeting was conducted in a very orderly and concise manner. The question of having speakers at each meeting was dealt with and Miss McMartin kindly consented to give a paper on the Dalton Plan of Education.

The meeting adjourned and each member went away feeling inspired to take up the thread and forge ahead for the success of the Calgary Local.

#### THE SCHOOL TEACHER

The new Premier of Saskatchewan was for many years a school teacher. The new Premier of Alberta was for a few years a school teacher. The Premier of Manitoba is a school teacher. An examination of the lists will show that most of the men who have reached successful positions, at one time in their lives taught school. There is something in the honorable profession which influences for good the members of the profession. The successful teacher must discipline and be disciplined. He must be tactful and he must be thorough.

The best training for a public man in Canada is a few years as a school teacher.

"Box 24, Daysland,  
Alberta,  
March 19th, 1926.

Mr. J. W. Barnett,  
Imperial Bank Bldg.,  
Edmonton.

Dear Mr. Barnett:

Many thanks for cheque for one hundred and twenty-four dollars received from the Willow S.D. through your efforts. No personal effort on my part would have been successful. I am therefore very grateful to the A.T.A. and, if possible, believe in it more strongly than ever.

With very best wishes for the success of the A.T.A.  
Very sincerely yours."

#### LAKE IS TOO COLD

In early December the teacher was discussing with his pupils the topic of taking regular baths when the following conversation ensued:

Teacher: "How many took a bath last week?"

Small boy: "I took a bath last summer."

Teacher: "Surely you have taken a bath since then?"

Small boy: "Nope! it's too cold."

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## (AMENDED)

## The Alberta Teachers' Alliance Constitution

## NAME

The Corporate Name of the Society shall be The Alberta Teachers' Alliance.

## OBJECTS

The purposes of the Society shall be:

- (a) To advance and safeguard the cause of education in the Province of Alberta.
- (b) To raise the status of the teaching profession in the Province of Alberta.
- (c) To unite the members of the Society in an association for their mutual improvement, protection and general welfare.
- (d) To bring about united action on any matter of common interest to the teachers of educational institutions in the Province of Alberta, which are supported by Dominion, Provincial or Municipal taxation.
- (e) To co-operate with teachers' organizations in the other Provinces of the Dominion having the same or like aims and objects.

## CONSTITUTION AND ELECTION OF EXECUTIVE COUNCIL

The Executive Council shall consist of nine members: the President, Vice-President, General Secretary-Treasurer, Immediate Past President, and five District Representatives. The President, Vice-President and District Representatives who shall hold office for one year or until their successors are duly elected shall be elected by ballot of the members of the Society as provided for in the regulations. The General Secretary-Treasurer shall be appointed by the Executive Council. The Immediate Past President shall be ex officio a member of the Executive Council.

## MEMBERSHIP

- (a) The Society shall consist of a Federation of Local Societies known as Local Alliances, and of members at large.
- (b) Any person eligible for membership in the Society may make application for membership to the General Secretary-Treasurer and upon receipt by the applicant of the official certificate of membership, signed by the General Secretary-Treasurer, and sealed with the corporate seal of the Society, the said applicant shall become a member of the said Society.

## AMENDMENTS TO CONSTITUTION

The Executive Council of the Alliance may amend this Constitution or take any decisive action found necessary, after securing the approval of the members of the Society as expressed by a two-thirds majority of the electoral vote of the members to be taken as provided in the Regulations for the time being.

## REGULATIONS

The Regulations of the Society hereto attached shall be taken and be deemed to be the governing Rules and Regulations of the Society until such time as the same shall be altered or amended in accordance with the provisions of Chapter 66 of the Ordinances of the North-West Territories respecting Benevolent and other Societies.

## Regulations

## MEMBERSHIP

1. The Alliance shall consist of all duly admitted and fully paid up members of Local Alliances, and of members at large.

2. (a) Any person who has been actually in teaching for some time during the twelve months immediately preceding application for membership in the Alliance in any educational institution in the Province of Alberta supported by Dominion, Provincial or Municipal taxation shall be eligible to become a member of the Alliance provided, however, that those persons known as "permit teachers" shall not be eligible for membership.

(b) Any student of an Alberta Normal School may, upon payment of a fee of 50 cents become a provisional member of the Alliance, with the same rights, privileges and benefits as other duly admitted members; provided, however, that such membership shall only hold good until six months after the close of the Normal training term; and further provided that a provisional member of the Alliance shall not be entitled to vote in the election of the Executive Council.

3. Any person qualified to become a member of the Society according to Sub-section (a) of the preceding Section, but who is so placed as to be unable to become a member of any Local Alliance, may become a member at large of the Alliance.

4. The Executive Council of the Alliance shall have power to attach a member at large to any Local Alliance as may be deemed fit and proper.

## FEES

5. The fees for members in the Alliance shall be those prescribed from time to time by the Alliance in its Annual General Meeting.

6. The payment of fees shall be a condition precedent to membership.

7. Members of Local Alliances, whose fees are not paid by the end of the calendar year, shall stand suspended without any formal action on the part of the Alliance, but the Secretary shall report the same to the General Secretary-Treasurer who shall correct the membership roll.

8. Re-admission to membership may be secured as provided in Section 2 hereof.

## LOCAL ALLIANCE

9. The membership of a Local Alliance shall consist of members of the Alliance.

10. Any six members of the Alliance may with the consent of the Executive Council become organized into a Local Alliance.

11. The administrative body of a Local Alliance shall be the Executive Committee, which shall include as ex officio members, the President, Vice-President and Secretary-Treasurer of such Local Alliance.

12. The Executive Committee and the Officers of any Local Alliance shall be elected by the members thereof, annually, not later than the month of December, or at such time as the Executive Council may direct.

13. Local Alliances shall hold meetings at least once every month of the school year, or as often as the same shall be convenient and expedient, and it shall be the duty of the Officers to provide a place of meeting, and a programme or subject for discussion at such meeting. The number of members which shall constitute a quorum shall be determined by the Constitution of the Local Alliance, but in no case shall such number be less than five members. The President, on his own initiative or at the request of five members, may call a special meeting, and all members must be notified of the time and place of such meeting and the object for which it is called.

14. A Local Alliance shall not be deemed to be in good standing until its Secretary-Treasurer or other Officer has forwarded the annual fees for the current year, together with a list of Officers and members, and unless such Local Alliance shall have held meetings as herein provided.

15. Each Local Alliance shall by its Secretary or otherwise make an Annual Report to the Executive Council of the Alliance, at such time or times as the said Council may require.

16. Such report shall contain a list of the names of the Officers and a general survey of the work done since the last report, if any, and any other information required by the Executive Council.

17. The Constitution and By-laws, Rules and Regulations of any Local Alliance shall be subject to revision or disallowance by the Executive Council.

18. A majority vote of a regularly called meeting of a Local Alliance shall control the entire electoral vote of the Local Alliance and the Secretary shall promptly notify the General Secretary-Treasurer of the result.

19. A Local Alliance shall be entitled to the same number of electoral votes as delegates by which it would be represented at the Annual General Meeting.

## ANNUAL GENERAL MEETING

20. The Alliance shall be governed by an Annual General Meeting to be arranged by the Executive Council during the annual convention of the Alberta Educational Association, or at such other time as may be deemed expedient by the Executive Council.

21. The meeting shall be composed of the Executive Council and duly accredited delegates from Local Alliances in good standing.

22. Delegates to the meeting shall be members of Local Alliances in good standing; for Alliances with a membership of 6 and under 10, one delegate; from 10 to 25 inclusive, 2 delegates; and for Alliances with a membership exceeding 25, one additional delegate for each additional 25 members or fraction thereof.

23. At the meeting the President of the Alliance shall preside.

24. The meeting shall discuss the reports of the Executive Council and legislate on any question arising out of these reports; it shall deal with any business brought before the meeting by the Executive Council or any Local Alliance in good standing. The agenda of the meeting shall be sent to all Local Alliances by the General Secretary-Treasurer, at least 15 days prior to the meeting.

## ADMINISTRATION

25. The Executive Council shall be the Executive and Administrative body of the Alliance, and shall consist of the President, immediate past President, Vice-President, General Secretary-Treasurer, and five other members.

26. Five members of the Council shall constitute a quorum.

27. A vacancy in the Executive Council during the year shall be filled by the remaining members of the Council.

28. In case of the inability of the President to act on account of death, sickness, removal or resignation, the Vice-President shall take office as President, and in the event of the Vice-President being unable to serve on account of such similar conditions the Immediate Past President shall become President.

29. The General Secretary-Treasurer shall not be entitled to vote at meetings of the Executive Council.

30. The President and General Secretary-Treasurer shall be members of all committees of the Executive Council.

31. Any member of the Executive Council who absents himself from two or more consecutive meetings of the Executive Council, except such absence be sanctioned by resolution at a regularly called meeting of the Council, at which a quorum is present, shall *ipso facto* vacate his seat on the council.

## POWERS OF THE EXECUTIVE COUNCIL

32. The management of the affairs and business of the Alliance shall be vested in the members of the Executive Council, who may exercise all such powers of the Alliance as are not hereby or by Statute expressly directed or required to be exercised by the Alliance in General Meeting, subject, nevertheless, to any Regulations of these articles, and to the provisions of Chapter 66 of the Ordinances of the North-West Territories, and to such Regulations not being inconsistent with the aforesaid Regulations or provisions as may be prescribed by the Alliance in General Meeting; but no Regulations made by the Alliance in General Meeting shall invalidate any prior act of the members of the Executive Council which would have been valid if such Regulation had not been made.

## ELECTION OF EXECUTIVE COUNCIL

33. Every member of the Alliance shall be entitled to vote for the President, Vice-President and for the Geographic Representative of the District in which the member's school is located.

(a) Two ballots shall be mailed to every member of the Alliance not less than ten days before the Annual General Meeting; one ballot for the election of President and Vice-President and one for the election of one Geographic Representative.

(b) All ballots shall be sealed and returned to the Head Office of the Society so as to be received not later than three days before the Annual General Meeting.

(c) The result of the ballot shall be announced by the President at the last session of the Annual Meeting and the newly elected Executive shall assume office forthwith.

(d) In order to be eligible for election to the office of President, the candidate shall previously have served as a member of the Executive Council.

## REMUNERATION OF COUNCILLORS

34. The members of the Executive Council shall receive by way of remuneration, in respect of each financial year of the Alliance such remuneration as the Alliance may in General Meeting vote for that purpose. In addition to their remuneration, if any, the Councillors shall be paid all travelling and other expenses incurred while on the business of the Alliance.

## ACCOUNTS

35. The Executive Council shall cause true accounts to be kept of the sum of money received and expended by the Alliance, and all matters in respect of which all receipts and expenditures took place, and of the assets and liabilities of the Alliance, such books of account to be kept by the General Secretary-Treasurer at such place or places as the Councillors may think fit.

## AMENDMENTS TO CONSTITUTION

36. Any Local Alliance desiring to introduce any alteration or amendment to the Constitution or Regulations of the Alliance may submit a draft thereof to be decided by the Electoral vote, to the General Secretary-Treasurer who shall thereupon communicate the same to each Local Alliance by mail.



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## Examination Answers

It has been suggested that the A.T.A. could perform a valuable service to the secondary teachers at large by publishing in detail the basis upon which the sub-examiners valued the answer papers of candidates at the Departmental Examinations in June, 1925. Below I have attempted to give in detail the system upon which the History of Literature (Grade XII) was valued by the sub-examiners. I have not attempted to write out model answers as it is taken for granted that any competent teacher of History of Literature could do that just as well.—John Stevenson, B.A.

### GRADE XII (1925).

#### HISTORY OF ENGLISH LITERATURE

Time—Two and one-half hours.

Values.

- |    |   |
|----|---|
| 8  | 1. What efforts did King Alfred make to revive the learning swept away by the Danes? What books did he write or cause to be written?<br>Mention the selections from these books which you have read and comment on the subject matter.  |
| 15 | 2. (a) In the "Field full of Folk" Langland brings together people typical of the life of his period. Enumerate the most important of these types.<br>(b) When did Langland live?<br>(c) What other poet of the same period also brings together a typical group of people? Describe the general plan of this second poem.<br>(d) Describe one of these people.<br>(e) What is the most striking difference between this description and any one of Langland's? |
| 10 | 3. What is the importance of the following writers in the history of English Literature and to what period does each belong: Cynewulf, Surrey, Mandeville, Malory, Tyndale?   |
| 12 | 4. State definitely the importance of each of the following in the development of the drama:<br>(1) Ralph Roister Doister.<br>(2) Gorboduc.<br>(3) Gammer Gurton's Needle.<br>(4) The Spanish Tragedy.  |
| 8  | 5. What is the chief characteristic of Marlowe's dramas? Illustrate by reference to such selections from Marlowe as you have read.  |
| 8  | 6. What is the chief characteristic of Jonson's dramas? Name several of the most important and indicate how they illustrate Jonson's method.  |
| 10 | 7. (a) What constitute Dryden's claims to the title, "Father of English Prose?" What were his chief writings in prose? Give Dryden's approximate date.<br>(b) Into what groups with respect to form and subject-matter does Dryden's poetry fall? Name at least one poem in each group.   |
| 8  | 8. (a) Give a brief account of the literary enterprise in which Steele and Addison were associated. What work of permanent value developed from their joint authorship.<br>(b) What briefly in Addison endeavoring to teach in "The Vision of Mirza?"   |
| 12 | 9. (a) State definitely the contribution of each of the following to the development of the Romantic Movement: Collins, Cowper, Wordsworth, Coleridge, Shelley, Scott.<br>(b) What was the importance of "Lyrical Ballads"? Describe the characteristics of the poetry which it contains. When did it appear?   |
| 9  | 10. What was Stevenson's creed as a writer of Romance? In what two essays does he discuss this creed? Give briefly the subject-matter of each.<br>In his writings how did Stevenson practise his creed? Illustrate from any of his books which you have read.   |

100

Question I. This naturally falls into four divisions and was valued as follows:

- |   |         |
|---|---------|
| (a) What Alfred did to revive learning (four things required)       | 2 marks |
| (b) What books did he write or cause to be written? (four required) | 2 marks |
| (c) Selections read (three required)                                | 2 marks |
| (d) Comment on subject matter                                       | 2 marks |
- Question II. Five parts:
- |  |         |
|--|---------|
| (a) People mentioned (four required)                       | 2 marks |
| (b) Langland's date  | 2 marks |
| (c) Other poet of same period                              | 2 marks |
| Plan of Caut. Tales  | 3 marks |
| (d) Description of one character                           | 3 marks |
| (e) Difference between description by Chaucer and Langland | 3 marks |

Question III.	Ten marks are assigned and five writers referred to.
Importance of each	1 mark
Period of each	1 mark
Making 5x2	10 marks

Question IV. Here again the basis for marking is plainly indicated. Four dramas are referred to and 12 marks assigned. In referring to these the sub-examiners required the student to refer to the fact that Ralph Roister Doister, the first comedy, and Gorboduc, the first tragedy, were intimately related to the classics while Gammer Gurton's Needle marked a definite advance by making scenes, situations and characters typically English. Of course it was essential to mention that The Spanish Tragedian was the forerunner of Shakespeare's Hamlet.

Making 4x3 ..... 12 marks

Question V. This falls into two divisions:

- |  |         |
|--|---------|
| (a) The chief characteristics of Marlowe was, as all know, the representation of some ambition in an exaggerated form. | 4 marks |
| (b) In this part students have read only "The Boast of Tamurlaine," if this was given well, four marks were granted.   |         |

Other students chose to refer to all four of Marlowe's best known dramas: Tamurlaine, The Jew of Malta, Dr. Fausters and Edward II., and then give a few words relative to each. The sub-examiners allowed this and gave the four marks as above.

Question VI. (a) The chief characteristic of Jonson's dramas. Pace refers to two qualities, extreme learning and humor, but I think it is generally recognized that learning is the chief quality exemplified in the dramas of Jonson.

(b) In this part four dramas were required, which all Grade XII students should know and a few works relative to each were required. 6 marks

Question VII.

(a) Why was Dryden called Father of English Prose?	2 marks
Proses works	1 mark
Approximate date	1 mark

(b) The examiners required in this part four groups and a representative poem of each group.

Groups	4 marks
Poems (4x1/2)	2 marks

Question VIII.

(a) The enterprise in which Steele and Addison were associated	4 marks
Work of permanent value (Coverley Papers)	2 marks
(b) Addison's purpose in Vision of Mirza	2 marks

Question IX.

(a) Contributions of Callius, Cowper, Woodsworth, Coleridge, Shelley and Scott to Romantic movement; 6 mentioned, 1 mark each	6 marks
(b) Importance of Lyrical Ballads	2 marks
Characteristics of poetry in lyrical ballads	3 marks
When did it appear, 1798 or 1800?	1 mark

Question X.

(a) Stevenson's Creed	2 marks
(b) Essays: A Gossip on Romance, A Humble Remonstrance	2 marks
(c) Subject Matter of above essays	2 marks
(d) How did Stevenson practise his creed? Illustrate from books you have read	3 marks

### OLD THOUGHTS, EVER NEW

"No one can teach well who does not know a great deal more than he has to teach. It is sometimes contended that a teacher who is not too far ahead of his pupil is better able to enter into their difficulties than more learned teachers, who have forgotten where the difficulties lie which children encounter, and advance faster than their pupils can follow them; and there is some truth in this; on the other hand, he who knows a subject on one side only can teach on that side only. To teach it well he must know it all round; and be able to present it to his pupils on the easiest side, and, if need be, on many sides."

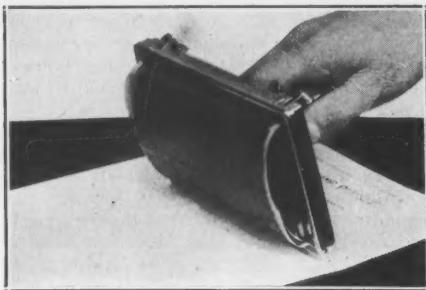
"The act of teaching a class so that the collective activity shall almost make it a living unit, is rarely a natural gift, and the first months of a trained teacher's experience in the management of a class may, whatever his learning and other capacities, commonly be described as practice at the expense of his pupils."

—SIR JAMES KAY-SHUTTLEWORTH, 1840.

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## Questions in Legislature re University

Details of a University of Alberta return were recently asked for by Mr. Mills, Athabaska. The following questions were put:

1. What is the total of the assets of the University of Alberta, and how are these made up.
2. What is the total, bonded, or other indebtedness of the University of Alberta.
3. What interest was paid on this indebtedness in the year 1925.
4. Is any Sinking Fund provided, if so, how, and how much.
5. What was the total general expenditure, outside of interest and debenture payments, for the year 1925.
6. What expenditures were made on Capital Account in the year 1925.
7. What is the total enrolment of the University of Alberta.
8. What is the number of students in attendance, that is, full-time students.
9. What is the number of part-time students in attendance.
10. What is the number of students in correspondence courses.
11. What is the number of students in courses other than those mentioned.
12. What was the cost per student in the year 1925, taking into account interest, debenture, and sinking fund payments, and based on:
  - (a) the number of full-time students;
  - (b) the number of full-time and part-time students;
  - (c) the number of all students enrolled.
13. What is the total number of professors, lecturers, and other instructors giving full time services to the University.
14. What is the number of such professors, lecturers, and instructors in each of the faculties, or other separate Departments leading to degrees.
15. What is the enrolment of full-time students in each of the several faculties or departments.
16. Who are the special professors, lecturers or instructors, at the University giving only part time to the University of Alberta, and what is the amount paid to each of such instructors, lecturers, assistants, or others.
17. In which of the courses does the cost per student run highest, and in which lowest, giving figures in each case.
18. How many persons are engaged in administrative and clerical work at the University of Alberta.
19. How many such persons are there whose salaries are less than \$900 per year.
20. How many such persons draw a salary of \$2,000 or more per year, \$3,000 or more per year, \$4,000 or more per year, \$5,000 or more per year.
21. What is the total number of persons employed otherwise at the University of Alberta, and the total salary paid to these.
22. What arrangement has the Government of Alberta with the University of Alberta covering the use of residences by University employees.

Of this formidable list of questions, however, none have yet been answered but the last, as it requires some little time to prepare statistical information of this

type, which is usually not readily available from the regular form of statistical record kept in the ordinary way.

Mr. Baker, in the Legislature Wednesday, tabled a return answering question number 22, as follows:

Rents of houses and other apartments on the University grounds occupied by employees of the University, are from \$480 to \$748.20 per year.

Heat in houses is supplied from the central power plant at a rate of \$132.60 per year per house, and is paid by the tenant, who also pays light, water and electric power to the city, at regular rates.

Insurance on houses are paid by the University under the general insurance schedule, while upkeep arrangements are similar to those which usually pertain between landlord and tenant.

Occupants of faculty houses are: Dr. Tory, H. J. McLeod, W. A. R. Kerr, A. F. L. Lehmann, A. West, J. A. Allan, E. W. Sheldon, E. A. Howes, C. S. Burgess, C. A. Robb.

Suites at Assiniboia Hall are occupied by Dr. Clark, Dr. MacEachran, E. Sonet, A. W. Matthews, J. F. Lewis, I. F. Morrison, Dr. Shaw, R. Newton and J. W. Scott.

### ALBERTA

BY BARNEY HAPLIN

(A High School Student)

If you ask me for a story,  
I will tell you of the west.  
Of the western land, Alberta,  
It's the finest and the best.  
It's a land of sunny summers,  
It's a land of golden grain,  
It's a land of giant forests,  
Where the worker makes his gain.

It's not a land for weaklings,  
They will lose before they start.  
It's the best land in the universe,  
And I hold it dear to heart.  
It's a land to live and love in,  
It's a land worth all your toil,  
It's a great and wond'rous garden,  
With a wealth of richest soil.

It's a land where in the winter,  
The aurora lights hold sway;  
It's a land where in the summer  
There are eighteen hours of day;  
It's a gay land in the springtime  
When the grasses start to grow,  
And the hazy months of autumn  
See its burnished hills aglow.

Oh, yes, it is a fine land—  
It's a nation newly born.  
And I say it is a grand land,  
With oppression never torn.  
It's a land where in the future  
All the world will turn and look  
To the great and famed Alberta,  
With wealth flowing like a brook.

If you ask me for a story  
I will tell you of the west;  
Of this western land, Alberta—  
It's the finest and the best.

—LACOMBE.

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## The Status of the Married Woman Teacher

THE *Educational Research Bulletin* of Pasadena, Cal., recently printed an item governing the status of married and unmarried women teachers in the profession. The material was obtained from a questionnaire sent to 94 of the larger cities of the country to ascertain (1) the extent to which women are in positions of administrative and supervisory responsibility in city schools; (2) the extent to which married and unmarried women have equal opportunities in securing teaching positions.

Replies were received from 68 superintendents of systems employing approximately a total of 8,000 men and women in administrative and supervisory positions. In answer to the question, "Do you employ married teachers?" 34 superintendents answered yes, 11 answered no, and 19 were conditional.

Two other questions answered by the majority of the superintendents were of such a nature that the replies cannot be so easily tabulated. "If you employ married and unmarried women," it was asked, "which do you consider most efficient? In what way?" Some of the replies received on these questions were as follows:

"The married teacher generally has home duties that command the major portion of her interests."

—Reading, Pa.

"Unmarried women are most efficient. The married women oftentimes are obliged to remain away from school because of outside interests. Their first interest is not in the school."

—Newark, N.J.

"We have only six married women out of a force of 320. Their average efficiency is about the same as the remainder of the corps."

—Racine, Wis.

"Marriage is not a factor in efficiency. Efficiency of teacher depends upon personality and experience."

—San Diego, Calif.

In answer to the question, "If you do not employ married women, what is the chief reason for not employing them?" the replies are varied.

"Our chief reasons for not employing married women regularly is that we feel that those who are wholly dependent upon themselves should have preference. Second, our experience is that a divided interest renders one less efficient." —Fort Worth, Tex.

"The principal reason for employing only married women who must support themselves and family is that during the last two years there has been a large number of unmarried teachers who have not been able to secure employment because of the lack of positions."

—Duluth, Minn.

"Too many women seeking positions."

—Scranton, Pa.

"We have a large number of unmarried women waiting for appointment."

—Jersey City, N.J.

"The chief objection raised at present is that married women are crowding out of the profession the young teachers who are not able to secure positions outside the city and are residents of the city." —Harrisburg, Pa.

"We do not employ married women since we find their chief interest is in the home and if there is any disorganization in the home, the home takes preference over the school."

—Sioux City, Ia.

Supt. E. E. Lewis of Flint, Mich., in a recent book, *Personal Problems of the Teaching Staff* has discussed the

problem of the married teacher at length. He concludes "it is a matter which depends upon the woman. Individual merit, and merit only, should determine the status of married women as teachers."

## Married Teacher Problems and the Function of School Boards

NO phase of school administration deliberation has been subjected to greater discussion than that which relates to the employment of married women teachers. Boards of education have adopted rules, and continue to adopt rules, excluding the married woman from the teaching service, and public opinion on the subject seems to be as divided today as it was a quarter of a century ago.

The reasons which actuate the exclusion of married women teachers are generally known. There are several. The one most frequently urged is based upon the belief that the married woman, who has an able-bodied husband to support her, ought not to displace the self-supporting unmarried woman as a teacher in the school. Then, there are those who hold that a woman who marries should dedicate her life to the cause of the home and to the duties of wifehood and motherhood. Other reasons are urged, but these will suffice in showing what in the main actuates school authorities in taking a position against the employment of married women teachers.

The arguments of those who defend the married woman teacher are equally well known. They hold that the first consideration is the educational welfare of the child, that in the selection of teaching talent the economic and social conditions of the applicant are irrelevant, and therefore the question of marriage cannot consistently enter into the employment of teachers.

Leaving for the moment the two contending positions to themselves and turning our attention to the body that has the power to decide in one or the other way, we are confronted with the question of administrative scope and function. In other words, one is inclined to ask whether the modern board of education can consistently recognize considerations outside of those relating directly to the educational welfare of the child, in making a choice of teaching service.

The defenders of the married woman teacher question not only the expediency side of board-of-education action in excluding them, but question the wisdom on the part of that body of manifesting concern in social affairs. This phase of the question has never been discussed to any extent. It may be contended by someone that the modern board of education ought to be deeply concerned in the stability of the American home, and in rendering tribute to the dignity of wifehood and motherhood, as a prerequisite to an efficient school and the progress of humanity.

If this approach to the subject can be deemed acceptable or consistent, then it follows, too, that school authorities may promote the social well-being of the community as far as this may lie within their scope of action. At any rate, the subject as seen from this angle deserves discussion. Why not? It may lead to new conclusions, or strengthen the old.

—School Board Journal.

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## Nursery School on Scientific Principle

The new "super-man" school has reached Toronto.

A fleet of automobiles recently brought the first experiments to the strangest school that has ever been started in Toronto. The new experiment is being tried out at 47 St. George street, and behind it are practically all the outstanding specialists in psychology, medicine and dietetics in the city.

And what is the idea? At last, the specialists have their chance under ideal conditions to develop "normal" human beings.

It is a wrong idea to jump to the conclusion that we are even thinking of trying to produce Paderewskis, Shakespeares or Michael Angelos, one expert said. All we are trying to do is to make sure of training normal human beings; people without eccentricities and abnormalities.

The whole idea is to catch them young. Most of these chosen children will be only two years old. None of them will be more than four years.

Ordinary people at the present time send their children to kindergarten, when they are five years old. But by that time, the new education claims most of the future good or damage has been done to a child.

Most people are even hesitant about sending their children to kindergarten when they are five years old, but the new psychology is based on the principle that during the period from two to four years in a child's life, most of its future habits of behavior are formed. In these formative years the child gets its foundation habits of discipline and obedience. Its sleeping, eating and nervous habits are formed. At this time, it learns the principles of fair-play, and is taught to control its emotions.

### IMPORTANT YEARS

The idea is not a new one. In fact, it is about as old as the hills. Modern psychologists trace it definitely as far back as St. Augustin, who said something in point of fact, though not in these exact words, "Give me a child till it is six years old and I will have made him what I want."

It was through the Canadian national hygiene committee for mental hygiene, represented by Dr. Clarence Hincks, that the money for this important experiment was obtained from the Laura Spellman fund of the Rockefeller Foundation.

In Toronto it was decided to turn the whole project over to the supervision of the psychological department of the University of Toronto, at whose head is Prof. Bott. But the immediate supervision of the nursery school scheme has been left to Dr. W. E. Blatz of the psychological department, with a board of 45 members of the university staff, which includes Dr. Cody, chairman of the board of governors; Sir Robert Falconer, president of the university; Dean McLeod of the physiology department; Dr. Fitzgerald, head of the Connaught laboratories; Dr. Clarence Hincks of the national committee of mental hygiene; Prof. Brett, Prof. Peter Sandiford and Prof. McMurrich.

The principal of the new nursery school is to be Miss M. Dingle of Hamilton, trained in such schools in the United States, assisted by a board of consultants, a trained nurse, and Miss Goodeve, an expert dietitian.

Where the children for the experiment are coming from is not being made public, but it is understood

some of them belong to the professors and the other experts interested in the project.

The school has a teaching capacity for only 12 to 16 pupils, but, at first, there will not be that many. They will be brought to the school at nine o'clock in the morning in automobiles. At 11 o'clock they will be given a glass of "pure" milk and perhaps a biscuit. At 12 o'clock they have a real lunch, the principal meal of the day, according to all the latest dietetic discoveries. The school will close at 5 o'clock.

### NOT TO BE "SUPER-MEN"

"Fads and abnormalities!" scornfully says the average person at once. "But wait a minute," answers the specialist. "There's no stuffing or cramming in the nursery school. Nothing is taught at this school, except 'normality.' We're not trying for super-men and exceptional beings," said one of the men interested in the experiment. The children are simply supervised. The nurse watches over their health to see that there is no infection. Take many people, they are noticeable a mile away by their peculiar walk or some other bodily habit. These children will be taught the right, normal way of walking, and so on."

Dr. Blatz has repeatedly pointed out that there is no trend in the new movement towards the drastic subordination of the individual embodied in the ideal of the Spartan state schools in the old Greek world. Nowhere in the history of the world, perhaps, was the pleasure of the individual so thoroughly sacrificed to the interests of the state. But even in the Spartan scheme of education the child was kept at home till its seventh year, then taken to the state barracks to be brought up with the other male children with the object in view to make them soldiers.

"As a matter of fact, the nursery schools are an old experiment now," Dr. Blatz pointed out. "They have been in existence for fifteen years in England, and for several years now in the United States, among them being the Merrill-Palmer school in Detroit and others at Boston, Philadelphia and Iowa cities.

"This work," said Prof. Peter Sandiford, of the College of Education, who is interested in the experiment, "has really grown out of the work being attempted by Bird T. Baldwin, at the Iowa State University, and Dr. Arnold Gesell, of Yale University.

"The study of psychology has led us to suspect that most of our grown-up, basic characteristics are formed before we are six years old, and that any later additions are made with great difficulty. Therefore, we want to study the behaviour of young children from two to six years old.

### WON'T SPOIL CHILDREN

"There are skilled people in charge of the children. They mostly play games and learn social instincts. This is very valuable, especially for children who are the only members of their family. It is known how single children in a family are apt to become spoilt. It is also known that a child usually becomes that objectionable object known as a 'spoilt child' by the time he is six years old. By this time, too, a child has learned most of its habits of language."

Another unique part of the new school is the Parent Training Section. In the afternoons, the mothers come to hear lectures on child psychology and behaviour. In charge of this side of the school will be Mrs. Dr. Bott, who, formerly as Miss MacMurchie, was a lecturer at the university.

—Toronto Weekly Star.

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Principal Speaker: DR. R. W. BOYLE, Dean of the Faculty of Applied Science, University of Alberta, who will give addresses as follows: "Teaching in a New Humanism" "The Book of the Machines," "Recent Scientific Influences."

Several other outstanding speakers will address the Convention.

An interesting programme has been arranged for the High School, Industrial and Public School Sections.

Professional matters of vital importance to the Teaching Profession in Alberta will be introduced by the Alberta Teachers' Alliance.

It is hoped that a large attendance of teachers and others interested in Education will ensure a successful and profitable Convention.

## A Scholar Premier

**M**R. Stanley Baldwin is one of the most surprising men in the United Kingdom. When he became Premier upon the retirement of Bonar Law, he was looked upon as a quiet, safe, entirely unimaginative business man. He seemed rather colorless, in fact, and the thing most frequently remarked upon was the constant companionship of his pipe. He first surprised the country by staking his political life upon an appeal to the electors on a protection platform in 1923. There was really no need of an appeal, but Mr. Baldwin was distressed by the enormous numbers of unemployed and was convinced that only a tariff could solve the problem. The government was pledged not to bring in tariff legislation without consulting the electors. So he went to the country and was defeated and retired into the cold shades of opposition.

The error in judgment, it was freely said, meant the end of Stanley Baldwin's political career. But in less than a year, Mr. Baldwin was back in the saddle with a majority behind him in the House so large as to be a trifle embarrassing.

Another year ran by, and Mr. Baldwin, still Premier, and head of a Conservative government that was fathoming a startling amount of radical legislation, was elected rector of Edinburgh University. Then came another surprise. In his rectoral address, Mr. Baldwin exhibited a reflective turn of mind that had seemingly never been suspected in him. He spoke upon "Words as the Currency of Good and Evil," and was credited by the English newspapers with using an enormous number of literary allusions.

And now comes another surprise. Mr. Baldwin has blossomed out as a classical scholar, and before the Classical Association at the Middle Temple Hall, last month, he delivered an address on Greece and Rome, the characteristics of their peoples and their significance for us of today. "His address," says the *Spectator*, "was a piece of fascinating as well as sound reflection on a great theme. It was as distinguished in style and presentment as it was sincere in spirit. Besides, there was a zest in his speech which thrills his readers as much as it obviously thrilled his hearers." The *Spectator* places Mr. Baldwin in the ranks of the statesmen with Fox, Carteret, Canning and Gladstone, and the *Manchester Guardian* uses much the same language. The *Sunday Times* says the Premier delighted and astonished his audience with the "freshness and justice of his observations and the closeness of his communion with the ancient world"; and the vice-provost of Eton, writing in the *Morning Post*, credits Mr. Baldwin with having imbibed a far larger portion of the Roman spirit and the Greek spirit than most Craven scholars and university medallists.

In one of the most striking passages of his address, Mr. Baldwin compared the procession of the nations through the ages to a great relay race of heroes bearing the torch of civilization. "Over a course infinitely hard," he said, "with little experience to guide her, Rome ran her mighty race, bearing her torch on high. Of those who come before, of those who followed after, none ran so far, none so surely. And when her course was run, the torch came into other hands, who bore it forward according to the strength and guidance that was in them, until, after many centuries, it was passed to us, the youngest son. Our race is not yet run, but we shall run more worthily so long as we base our lives on the stern virtues of the Roman character, and take to ourselves the warnings that she left for our guidance."

What are these stern virtues to which the Premier referred? The *London Observer* summarizes them as "ideals of duty, courage, tenacity, good faith and patriotic sacrifice." And what are the warnings? Mr. Baldwin gives them in two quotations, one from Ammian, who wrote while the legions were leaving Britain that the word of Rome could no longer be trusted, and the other from Dr. Mackail, who in one of his recent essays lays stress on the fact that there came a time when there were not enough Romans left to carry on the work of Rome. A gradual atrophy of intellectual energy and public spirit spread over the body politic and the instinct of self-government was lost.

## The Schoolmaster and the Community

**I**N the study of civics there is probably no chapter more attractive, or deserves our attention to a greater degree, than that which deals with the elements of community development. The progress and stability of the smaller unit in its entirety and as an integral part means the progress and stability of the state and the nation. That patriotism which expresses love for country and the flag finds its best expression in town pride and community interest actively and unselfishly demonstrated.

The schoolmaster is not only a citizen, but a trainer of citizens. As such he occupies first place in any community and necessarily must be concerned in all that makes for the material and moral advancement of that community. He should know something of the sources that provide economic well-being, that tend to civic stability, and that lead to social progress.

The worker within the schoolhouse walls is frequently so deeply engrossed in professional burdens as to remain unconscious of the community life that surges and struggles about him. And yet, he is constantly engaged in preparing and equipping those who must enter that life.

There is, therefore, every reason to hold that the instructor of the youth should familiarize himself with the industrial, commercial and professional activities of the community, the exigencies that attend them, and the opportunities they afford for a life's career. Through an understanding of the educational needs involved in these activities he will become a better instructor and strengthen the school towards rendering a better service to the community.

The writer has had occasion to attend many chamber of commerce gatherings in the mid-west country, where he frequently found that the local superintendents and high school principals were active members. In every instance he found too that the voice of the schoolmaster commanded respectful attention and prompted a co-operative attitude on the part of the business interests towards the schools.

Thus, while the schoolmaster may, through an active participation in the things that make for community progress, equip himself to a higher degree for his specific professional task, he may also render himself a broader and a more useful citizen. He will forfeit nothing in prestige by discarding temporarily the schoolmaster reserve, become a real fellow among his associates, and enter fully into the spirit that seeks to promote the economic, civic and social advancement of the community. In fact, he will gain a new angle upon himself and upon his own scope and function in the local complex, and stimulate his sense of proportion to a considerable degree.

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## HINTS ON HOW TO ORGANIZE A LOCAL ALLIANCE

(1) Call together a meeting of teachers in your district. Perhaps a social evening after the meeting will be an attraction and will induce many to take a preliminary interest in the meeting of teachers. The Teachers' Institutes, Fall Conventions and School Fair meetings furnish excellent facilities for gathering local groups.

(2) If there be enough teachers present who are eligible to join the Alliance, some one should be nominated to take the chair at that meeting and another to act as secretary until such time as the Local be organized.

(3) The first item of business done should be the introduction and passing of the following resolution: "That a Local Branch of the Alberta Teachers' Alliance Incorporated be organized in this District."

(4) The above resolution passed, the following officers should then be elected: President, Vice-President and Secretary-Treasurer.

(5) The meeting should then compile and adopt the Local Alliance Constitution. (See suggested Local Constitution for Local Alliances.) A copy of the suggested local constitution should be forwarded to headquarters immediately, together with a list of the members and the names of the officers of the Local.

(6) The appointment of an Organization or Membership Committee is very strongly recommended, whose duty it should be to see that each and every teacher in the district is canvassed and invited to join the Alliance. A press correspondent is also very strongly recommended. This officer should be placed on the Executive. His duties would be to report meetings of the Local to the *A.T.A. Magazine* and generally to look after the newspapers with a view to educating public opinion on educational affairs.

(7) The following are eligible to become members of the Alliance: Teachers who are actually teaching at the time in any school in the Province of Alberta, which is supported by Dominion, Provincial or municipal taxation, provided, however, that "permit" teachers are not eligible to join; first, second or third class teachers, holding either permanent or interim certificates are all eligible. Permit teachers may be interested in the Alliance by getting them to subscribe to the *A.T.A. Magazine*.

(8) In the case of all members joining the Alliance for the first time, membership now dates one year from the date of signing the application form. For all other members the fee dates from Easter to Easter—the Alliance financial year.

(9) The Local fee as provided for in the Local Alliance constitution must be paid, in addition to the Provincial Alliance fee. The Local fee is used to defray local expenses: postage, stationery, payment of delegates' expenses to the Annual General Meeting, etc. Provincial fees should be remitted to headquarters as soon as collected.

(10) Teachers who graduated from Normal School last April and who were members of the Normal School Local, have already paid 50 cents towards the year's fees and are therefore required to pay 50 cents less than other members for Provincial Alliance fees.

\* \* \* \*

Gus: "Pop, I got whipped at school today and it's all your fault."

Father: "Why, how's that?"

Gus: "Well, you remember I asked you how much a million dollars was. Well, teacher asked me today, and, hell of a lot, isn't the right answer."

## HOWLERS

(Contributed by a Rural Teacher)

"The Crusades saw they were not getting any trade so they came into England to fight. They were stronger than the English so they made them do what they wanted to."

"The people liked Richard because he would leave them have their own religion, and let them fight out their own quarrels. They showed this by weeping at his death."

"'Props of the power behind the throne.' They put props behind the throne to hold them up so everyone can see them, and see who it is."

"The man went up the mountain to see the creator smoke".

## A NEWSY LETTER

Sates off Younited,

Janubery, da 26, 1926.

Mine Dear Hans,—I take up mine ink and pen und rite you mit a lead pencil. Ve do not liff vere ve liffed before, ve liff vere ve moved. I am so auffly sad since ve are separated together, und vish ve vere closer apart. Ve are having more vether up here then ve had last year.

Mine dear Aunt Katrinka is dead. She died of new monis on New Year's day fifteen minutes in front of five. Her breath all leaked out. De doctors gaved up all hope of safing her life ven she died. She leaves a family of two boys and two cows. Her sister is having de mumps, and is having a swell time. She is near death's door. De doctor's tink dey can pull her through.

Hans Brinker vas also sick de other day, und de doctor told him to take something so he vent down town mit Ikey Coen and took his vatch. They got him arrested und got a lawyer. De lawyer took de case und vent home mit de works.

Mine bruder is chust graduated from de cow college. He is an electrocution enginere and stenographer. He got a job in de livery stable estonographing hay down to de horses. De oder day he took our dog up to de saw mill. De dog got into a fight mit de circular saw und only lasted only one round. Ve haf a cat und three chickens. De chickens lay eggs und de cat lays by de radiator.

De college was hot de oder day so I called up de janitor und made it hot fer him. I make de money fast. Yesterday I deposited a hundred dollars in de bank und today I vent down town und wrote mineself out a cheque for a hondred dollars und deposited it so now I have two hondred dollars.

I am sending your overcoat by express und to save charges I cut off de buttons. You will find them in de inside pocket. I can tink of nothing more to write und so I hope dis finds you de same. Your cussin, FRITZ.

P.X.—If you don't get this letter write und I vill send another.

Two times P.X.—I haf chust received the five dollars dat I owe you, but I haf chust closed dis letter and can't get her in.

[Who collaborated with the budding humorist—surely not the teacher.—EDITOR.]

## BLAIRMORE

It is only a strange coincidence—perhaps—that the Coal Company at Blairmore, whose staff exhausted so much energy and devoted so much time, effort and concentration in fighting the A.T.A., is unable to give their employees nearly as much work as other mine operators in the Pass towns. "*Cessante causa, cessat effectus.*"

The Provincial Government is being called in to aid the poverty-pinched miners' families—by giving unemployed relief.

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## CURRENT HISTORY

BY MARY CRAWFORD, M.A., EDMONTON



### THE STRUGGLE FOR EUROPEAN SECURITY

**T**HE signing at Geneva last October of the Locarno Pact, and the recent events which culminated in the failure of the League of Nations to achieve the special purpose for which it was summoned,—namely the admission of Germany to the Conference of Nations; have naturally aroused the interest of public opinion in every country. Thus there has again been brought to the forefront of public attention a question, which for fully seven years has been the subject of the efforts and activities of the majority of European governments—the problem of the security of Europe.

This question of security arose immediately at the opening of peace negotiations in Paris in 1919. By the terms of armistice, Germany had been disarmed and rendered, for the time being, incapable of a war of revenge. That she should remain so was unthinkable; her recovery was admittedly only a matter of time. The French delegates, therefore, demanded that the peace treaties should contain such political and military provisions as would for the future prevent France from again becoming the victim of invasion by foreign armies. President Woodrow Wilson and Mr. Lloyd George both recognized the justice of the demand, and after protracted negotiation with Premier Clemenceau, a tripartite guaranty pact was agreed upon. This pact was to secure France the aid of England and the United States in the event of an unprovoked attack by Germany. In return, France withdrew a whole series of demands touching political and military measures on the right and left banks of the Rhine. The refusal of the United States Senate to commit its people either to responsibility for a peace treaty or to participation in the League of Nations destroyed the whole political balance; for both the Treaty and the Covenant of the League had been deliberately framed on the assumption that an American representative would be present. Thus the first attempt at security was frustrated.

England, however, remained firm in the opinion that she was morally bound to offer guarantees to France. There has since been no withdrawal from that position. Mr. Bonar Law and later Mr. Baldwin agreed with Mr. Lloyd George. The same standpoint was confirmed by Mr. Ramsay MacDonald and by his successor, Mr. Chamberlain, who expressly declared that England would do nothing to signify to France that she had forgotten their common struggle in the Great War. It therefore happened that the question of a guaranty pact turned up at all the Anglo-French negotiations carried on during a period of five years in an effort to find a solution for the problems of Europe.

The reparations question was the crux of the difficulty. The Treaty of Versailles did not specify definitely what the payments of Germany were to be. The statesmen at Paris had found the problem insoluble and had therefore referred the matter to a Reparations Commission in the hope that in time the problem might be approached less in a spirit of revenge and more with a view to solving the very complicated financial and economic problems involved. The British government desired reparation terms which would procure for the Allies the longest available sum which could be got from Germany without her complete economic ruin;

the French were influenced by quite other motives of which M. Poincaré was the champion. They maintained that there could never be confidence in any peaceful professions which might come from Germany, and they therefore were prepared to use the weapons of reparations, occupation and disarmament as instruments to postpone, and if possible permanently to prevent the re-establishment of German power. So long as this spirit prevailed there was no possibility of a peaceful settlement of Europe.

Between 1920 and 1923, conference after conference broke down and more than once war clouds loomed on the horizon. The Reparations Commission had fixed the sum Germany was to pay at twenty billion marks. By May, 1921, she had paid less than one third. England joined France and Italy in charging her with bad faith, but at the same time insisted that the way should be left open for further negotiation. For the next few months Lloyd George strained every nerve to prevent France from flying at the throat of Germany pending a satisfactory solution. In January, 1922, at Cannes, England proposed a new guaranty pact according to which England should guarantee aid to France and Belgium in case either should be attacked by Germany. This was not regarded as satisfactory at Paris and it led to the resignation of the existing government and the coming into power of the more aggressive Poincaré. He was quite unsatisfied by the British proposals and the negotiations came to nothing. Lloyd George's final attempt to solve this perplexing problem was the Genoa Conference. He tried to extend the guarantee into an all-European pact of non-aggression by which states should bind themselves not to attack the frontiers of any other state. The strong stand taken by France, and the fear and suspicion aroused by the fact that in the midst of negotiations Germany and Russia had come to a secret understanding, made conciliation impossible and the Conference broke up. In January of the following year, 1923, the French occupied the German Ruhr as a method of extracting reparations. England claimed that this action made impossible the economic restoration of Germany and for the next few months relations with France were seriously strained.

Fortunately the method adopted by France, dangerous as it was in the extreme, proved in the long run, salutary. While it almost ruined Germany, and while it brought Europe to the verge of catastrophe, it did no good to France, and it taught both parties to the conflict a lesson. In Germany the realization grew that she needed security as well as did France; and in France slowly and gradually reaction began to assert itself until it led to the fall of the Poincaré government in the spring of 1924. Both nations were ready to come to terms. England brought them together at the London Conference in July, and the Dawes Reparations plan was accepted. The significant thing about this act is that it took the reparations question quite out of the field of politics, and put it where it properly belongs in the sphere of economics. Thus the way was cleared for the larger political problems of security and disarmament.

[The next of this series will appear in the May issue—Editor.]

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